

THE FEDERATION OF BROUGHTON AND WEST TYTHERELEY PRIMARY SCHOOLS

Policy for Spiritual, Moral, Social and Cultural Development (SMSC)



Reviewed: September 2024

Next review: September 2027

Definition

At The Federation of Broughton and West Tytherley CE Primary Schools the Promotion of pupils' Spiritual, Moral, Social and Cultural (SMSC) Development is considered to be 'a whole school issue'. SMSC Development is promoted not only through all the subjects of the curriculum but also through the Christian ethos of West Tytherley School, and Broughton Primary School's adherence to the UN Rights Respecting initiative. Both of these support the development of positive attitudes and values and providing time for reflection.

By promoting our pupils' SMSC development this encompasses the promotion of British Values.

This policy supports and reinforces the aims of Broughton Primary and West Tytherley CE Primary School, valuing all children and staff equally and as individuals.

Principles

SMSC Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about – helping pupils to grow into active citizens who make a positive contribution to their society and are able to live fulfilled successful lives.

SMSC Development is cross-curricular and promotes the aims and principles of the policies for PSHCE (Personal, Social, Health and Citizenship Education), RE, Drug Education, Safeguarding, Relationships and Sex Education, Race Equality, Disability and Equal Opportunities. These policies all underpin our curriculum model by putting the child at the centre of all we do.

It is an expectation that all staff, in all subjects, can and should make a contribution to the SMSC Development of pupils through the taught curriculum, and through the use of appropriate teaching and learning strategies e.g. active learning strategies, development of learning to learn skills through BLP, enquiry led learning, discussion, reflection, P4C sessions, pupil participation, circle time, and collective worship.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all members of our school community.

Spiritual, Moral, Social and Cultural Development at the Federation of Broughton and West Tytherley Primary Schools.

At the Federation of Broughton and West Tytherley Primary Schools, we recognise that a child's personal development plays an important role in their ability to learn and achieve. As such, we aim to provide opportunities that enable children to explore and develop spiritually, morally, socially and culturally.

We consciously facilitate opportunities in these four areas in the following ways:

Spiritual development

This refers to a child's beliefs, religious or otherwise, which inform their perspective on life and their respect for other people's feelings and values. It is about the development of a sense of identity, self-worth, personality and character. This is supported by:

- 1) The opportunity to develop a set of values and principles that compliment our schools' ethos and inform children's perspective on life and their patterns of behaviour.
- 2) An awareness of, understanding and respect for their own and others' beliefs.
- 3) The opportunity for children to experience 'awe and wonder' through exploring natural environments. This is supported through initiatives such as Forest Schooling. Children will have the opportunity to reflect on their learning and progress and to learn from this reflection.
- 4) Promoting teaching styles which value pupils' questions and gives them space for their own thoughts, ideas and concerns so they can make connections between their learning and the context of their own lives.

Moral development

This refers to a child's moral code, their attitude and belief in what is right or wrong. This is supported by:

- 1) An opportunity for pupils to explore and understand human emotions and the way they impact people through Literacy, Drama, Music and Dance.
- 2) Providing a clear moral code for behaviour which has been shaped by the children and is promoted consistently through all aspects of school, for example,

Behaviour Policy, Class and School rules, E Safety learning and Anti-bullying learning.

- 3) Giving pupils opportunities to explore personal rights and responsibilities and to develop moral concepts and values throughout the curriculum; for example, during RE, History, Literacy, Drama. Also, through extra-curricular activities, such as School Council, Year 6 Ambassadors, Peer mediation, Sports Leaders and a variety of residential trips.
- 4) Rewarding expressions of moral insights and good behaviour through our school behaviour policy and reward system.
- 5) Encouraging pupils to take responsibility for their actions; for example, respect for property, care for the environment and developing their own codes of behaviour.
- 6) Providing children with models of virtue, through literature, history, science, art, assemblies and through acts of worship.
- 7) Reinforcing our school's values through images, posters, classroom displays and exhibitions.

Social development

This refers to a pupil's understanding of their role in society and the opportunity to develop the skills which will facilitate positive interaction with their local community.

This is supported by:

- 1) Fostering a sense of community through involvement in community art projects, sports events, partnerships with local churches and supporting local charities and events, visits from role models from the community.
- 2) Encouraging children to work co-operatively; for example, paired reading, buddies, house systems, clubs and School Council.
- 3) Providing positive cooperative experiences; for example, sporting events, Christmas, Easter and Summer performances and both West Tytherley PTA and FOBS events.
- 4) Providing children with role models from their community; adult visitors and pupils both current and pupils who have moved on.
- 5) Helping pupils to develop personal qualities which are valued in society - for example, thoughtfulness, honesty, respect, moral principles, independence, inter-dependence and self-respect.
- 6) Encouraging children to challenge, when necessary and in appropriate ways, the values of a group or a wider community through public speaking training and assemblies which introduce our children to positive role models.
- 7) Helping children to resolve tensions between their own aspirations and those of a group or wider society; through adult support, ELSA, residential trips, PSHE and circle time discussions and assemblies.

Cultural development

This refers to a child's understanding of the beliefs, values and customs in their own and others' social, ethnic and national groups. This is supported by:

- 1) Providing children with opportunities to explore their own cultural assumptions and values through the curriculum and special events.
- 2) Celebrating the attitudes, values and diverse cultures in the world through encouraging participation in pupil led lectures to the school body. (Following their own visit to other places in the world.)
- 3) RE, History, Literacy, Assemblies, Art, Dance, Music and drawing on the children's own cultural backgrounds.
- 4) Recognising and nurturing gifts and talents and sign posting children to clubs that will continue to develop their interests and skills.
- 5) Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness; for example, through Drama, Music workshops, European languages day, working on topical issues i.e. climate change, refugee crisis and visits to alternative places of worship.
- 6) Reinforcing our school's cultural values through assemblies, learning, displays and photographs.
- 7) Using ICT and the Internet to extend partnerships with those from other cultural backgrounds; through links with other schools.

SMSC in the curriculum

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Philosophy for Children, Collective Worship and Personal, Social, Health and Citizenship Education.

Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, death etc.
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging

- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally (e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.)

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at mealtimes
- taking responsibility (e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children)
- developing leadership skills (e.g. Play Leaders, School Council, Sports and House Captains)
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and meeting people from different cultures and countries
- participating in a variety of different educational visits and residentials
- participation in live performances and productions
- use of collective worship themes to explore important aspects of our heritage and other cultures, e.g. festival days, patron saints and national celebrations, studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- participation in traditional dancing as well as dance from other cultures
- opportunities to make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made

Links with the wider community

- Visitors are welcomed into our school

- Links with St Peter's Church West Tytherley and St Mary's Church Broughton
- Visits to places of worship of other faiths will be arranged to support the understanding of different faiths and cultures
- The school supports the work of a variety of charities
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with local secondary schools to support the primary curriculum and ensure effective transition at the end of Year 6

Implementation of the policy

The implementation of this policy and the planning and teaching of SMSC (incorporating British values) is the responsibility of all staff.