



**Calmore Infant School
SMSC Policy**

**Written by N Cowcher
Approved by Governors March 2017
Review March 2020**

Calmore Infant School
SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

PURPOSE

At Calmore Infant School we believe that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Our School ethos provides a clear framework for behaviour through respecting their own and other children's rights. Each class has a set of class rules which illustrates values and rights and children and adults adhere to them.

The 'Good to Be Me Team' acts as the big brothers and sisters of the school and promote SMSC through the school.

The school ethos has SMSC at its core. Displays of how SMSC is promoted are all around the school with the school's SMSC 'Bears' to signify the SMSC focus. The school website has a section on SMSC and the weekly newsletter will often reference SMSC in school.

AIMS

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To develop a reflective approach to life.
- To ensure that our school community reflects "British Values" as set out in our British Values Statement

- To encounter the practices, customs, art, music and literature which underlie the activities of people with varied backgrounds.
- To enable children to become fair minded and empathetic to the needs and beliefs of

others.

- To enable children to develop a curiosity about their own feelings and about people, objects, places and events around them.
- To explore and to value the similarities and differences, faiths and beliefs between themselves and others.

Spiritual Development

As a school, we aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience.
- develop their capacity for critical and independent thought.
- foster their emotional life and express their feelings.
- form and maintain worthwhile and satisfying relationships, provide opportunities to explore and share beliefs and to consider the relevance of ideas and beliefs in their own lives and for quiet reflection during whole school and class assemblies
- enable the children to respect the rights of others and themselves in a wider global context through our assemblies on Children's Rights and world issues
- enrich children's experiences through educational visits and enable them to develop enjoyment and fascination in learning about the world around them.

Moral development

As a school, we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual.
- listen and respond appropriately to the views of others.
- gain the confidence to cope with setbacks and learn from mistakes.
- take initiative and act responsibly with consideration for others.
- distinguish between right and wrong and make the best choice
- show respect for the environment.
- make informed and independent judgments.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- develop an understanding of their individual and group identity.
- help others in the school and wider community.
- have opportunities to work as part of a team and group, e.g. team games, extra-curricular clubs school sports teams.
- be part of School Council or Health and Safety Council, where members are elected by peers in a democratic manner

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- have an understanding of the major world faiths.
- develop an understanding of their social and cultural environment.

- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- experience rich opportunities through visiting authors and artists/musicians

OBJECTIVES, GUIDELINES and CURRICULUM ORGANISATION

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect in 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. Children also have access to our Nurture Group for more specific or targeted support.

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:

- developing children's knowledge of their rights and the rights of others
- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility eg , School Council, Health and Safety Council, Good to Be me team, class Helping Hands, Lunch time helpers, Playground Buddies, Litter Monitors, delivering messages and looking after younger children
- encouraging teamwork in PE and games
- participation in inter-school sport competitions

- appreciation of and respect for the work and performance of other children, regardless of ability
- hearing music from different composers, cultures and genres
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances e.g Harvest Festival
- use of assembly themes to explore important aspects of our heritage and other cultures, eg festival days, the 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 dance from a range of cultures
- opportunities to taste and evaluate a range of types of food
- opportunities in music to learn songs from different cultures and play a range of instruments

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by the RE and PHSE coordinator. This will be reported to governors.
- Regular discussions at staff and governors' meetings.
- Governor visits to school to talk to the children

IMPLEMENTATION OF THE POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

Reviewed and agreed by *Governors, Curriculum and Welfare Committee*

March 2017

To be reviewed: March 2019