



Spiritual, Moral, Social and Cultural Policy

Policy Owner	Mrs N Dullat
Date Approved	January 2023
Governor Signature	
Governor Name	Mr S Hill
Governor Role	Chair

<u>Admin use only</u>	
Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	





Policy on Spiritual, Moral, Social and Cultural Development

(Anything highlighted in yellow has been added or amended)

Rationale

At Loxdale we believe SMSC helps build confident, responsible, caring, compassionate, respectful, and highly motivated children who will grow up to be strong and active members of society. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world. We also teach children about the importance of British Values and how these underpin our daily lives both at school and in the wider community.

Aims

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils should learn to differentiate between right and wrong in as far as their actions affect other people.
- They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone. Golden rules and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

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
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.



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.
- Show respect for the environment.

Social Development

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand social justice and a concern for the disadvantaged.
- Understand their responsibility to the communities to which they belong.
- Develop their economic wellbeing to enable them to take a responsible role in society.
- Enable them to become lifelong learners.

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.
- Recognise Christianity as the primary faith of our country and its place a world-wide faith.
- Recognise that other world-wide faiths and their contribution to our society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Recognise and develop understanding of other world faiths.

British Values

As a school we will promote British Values and ensure that pupils are familiar with:

- The rule of law.
- Democracy.
- Individual liberty.
- Mutual respect.
- Tolerance of those with different faiths and beliefs.



Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Explicit opportunities to promote pupils' development in these areas are provided:

- In Foundation Stage through Understanding the World, Communication and Language, Personal, Social, Emotional Development and Expressive Arts and Design.
- At Key stages 1 and 2 in Religious Education and through school assemblies; our framework for Personal, Social and Health Education (PSHE) and learning in topic.

Opportunities to promote children's understanding of British Values are provided:

- In Foundation Stage by following rules and teaching children that their opinions are important and that each child's thoughts and feelings should be listened to and valued.
- Through regular assemblies, which have been planned by the SMSC coordinator, delivered to the whole school.
- By checking in with our pupils using the language surrounding the 'Zone of Regulations.' This allows our pupils to explore the language of feelings and responsibility.
- In Key stages 1 and 2 by following school rules, voting for school council members, debates in Literacy lessons, celebrating religious festivals throughout the year and by taking part in a range of activities with external visitors.

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Pupils learn about beliefs, values, and the concept of spirituality by encouraging them to reflect on their own views in light of what they have learned.
- RE reflects on the significance of religious teaching in their own lives.
- It will help to inspire young people to learn from others and discover the value of empathy.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

All National Curriculum subjects plainly provide opportunities to promote pupils' spiritual, moral, social and cultural development.

Literacy contributes to our pupils SMSC development through:



- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

Mathematics contributes to our pupils SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

Science contributes to our pupils SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

Computing contributes to our pupils SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.



History contributes to our pupils SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling pupils to reflect on issues such as slavery, the Holocaust and Imperialism.
- Pupils are encouraged through POP tasks to consider and comment on moral questions and dilemmas faced by historical figures.

Geography contributes to our pupils SMSC development through:

- In Early Years, pupils will begin to understand the need to respect and care for the natural environment.
- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change. This opens opportunities for debate and to allow children to express themselves.
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society.

Modern Foreign Languages contributes to our pupils SMSC development:

- Through gaining insight into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

Art contributes to our pupils SMSC development:

- Art lessons develop pupils' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme and issues raised by the work of artists which concern ethical issues, such as war paintings.

Design and Technology makes a contribution to pupils SMSC development:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

Food Technology contributes to our pupils SMSC development:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.



Music contributes to our pupils SMSC development:

- Teaching music encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

Pupils SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the curriculum

- Children in Years 5 and 6 have the opportunity to become Peer Supporters and Play Leaders. Children are split into houses and earn points for their houses. With the winning house being rewarded. They also take part in termly house afternoons where children work with children in their houses to achieve a common goal.
- Children from Reception to Year 6 have the opportunity to attend a wide variety of afterschool clubs.

On a day-to-day basis pupils work towards our 'Commando Joe R.E.S.P.E.C.T.' values.

- Elliot Excellence
- Parveen Positivity
- Sophie Self-Awareness
- Eddie Empathy
- Romeo Resilience
- Charlie Communication
- Tanisha Teamwork

Monitoring and Evaluation Provision for SMSC will be monitored and reviewed on a regular basis by the SMSC Co-ordinator.

This will be achieved by:

- Monitoring of lesson plans and teaching and learning.
- Audit of policies and schemes of work.
- Sharing of classroom work and practice.
- Audit of collective worship policy and practice.



- Regular inclusion on SDP.
- Collation of evidence of children's work/experience in a school portfolio.