SMSC Policy

October 2015

Claregate Primary School
SMSC Policy

At Claregate Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness and high standards of personal behaviour. We encourage a caring attitude towards other people; an understanding of diverse cultural traditions as an appreciation of other cultures.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for these will be planned in each area of the curriculum.

Spirituality and Christian values and principles will be explored across curriculum areas, especially in RE/Collective Worship, the integrity and spirituality of pupils from other faith backgrounds are respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing love and 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. School and classroom rules should 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. This will be reflected in teachers' planning and purchasing decisions.

General 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.

The four core areas of SMSC are:

Spiritual Development
Moral Development
Social Development
Cultural Development

Appendix 1 further outlines learning opportunities for each of the four core areas of SMSC as well as giving practical examples

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.

Class discussions and circle time will give pupils 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 others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness,

Many curriculum areas provide opportunities to:
- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically, emotionally or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community
Visitors are welcomed into school.

Pupils will be taught to appreciate both their local wider environment and to develop a sense of responsibility to them.

Monitoring and Evaluation
Provision for SMSC is monitored and reviewed on a regular basis.
This is achieved by:
- Monitoring of lesson plans and teaching and learning
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Regular inclusion on SDP.

Conclusion
High standards in the area of SMSC development will be sought and maintained by making explicit the school's values.

D J Saunders
Deputy Headteacher

APPENDIX 1

<u>**Spiritual**</u>

To sustain their self-esteem:
- Climate of praise: Personal targets, stickers, certificates, Head Teacher awards, praise in class, House competitions and achievement assembly
- Showing work to class, whole school in assembly, to head teacher
- Staff who aim to praise and educate first rather than tell off
- Staff who listen to and respond to pupils ideas & concerns
- Staff who allow for spontaneity

Develop their capacity for critical and independent thought:
- School Council
- Habits of Mind

Foster pupils' emotional life and express feelings:
- Circle time (as appropriate)
- Class and school rewards
- Collective worship / Assemblies

Experience moments of stillness and reflection:
- Prayer in assembly; quiet times in class for thinking and reflection
- Contemplation in RE lessons

Discuss their beliefs, feelings, values and responses to personal experiences:
- Show and Tell; Circle Time; School Council and Class discussion
- Beliefs and values in curriculum: ie, self-expression in art,
- Beliefs, values from other religions, the similarities, core beliefs (10 commandments,
- 8 fold path etc)
- Class story

Form and maintain worthwhile and satisfying relationships:
- Working individually, pairs, teams etc.
- Staff who create a positive role model
- Staff who are consistent / fair when dealing with others

Reflect on, consider and celebrate the wonders and mysteries of life:
- Awe and wonder activities in curriculum and RE, class / circle time
- Time to reflect upon, appreciate and begin to understand terms such as beauty, truth, love, good, bad, paradoxes, ambiguities and mysteries

<u>**Moral**</u>

Recognise the unique value of each individual:

- Congratulating others, right thoughts and praise
- Class praise in lessons, praise for achievement as well as attainment
- Sporting and talents celebrated in assemblies and newsletters
- Prefects – pupils as role models

Listen and respond appropriately to the views of others:

- Circle time, School Council, in all lessons especially plenary
- Willingness to express their thoughts and feelings
- Opportunities in lessons to take part
- That active learning includes listening as well as taking part.
- Appreciate the moral dimension to curriculum subjects: PE - rules, Science - genetics, History - slavery

Gain the confidence to cope with setbacks and learn from mistakes:

- In all activities pupils are 'expected' to try, to have a go. Secure in the knowledge that they can learn from 'failure'. Pupils should be familiar with a range of 'stuck strategies' they can employ during lessons.
- That when pupils misbehave they are given the opportunity to apologise and try again.

Take initiative and act responsibly with consideration for others:

- School council
- Prefect – code of conduct / pledge
- Class / School fund raising for charities or school based projects
- Choosing new equipment
- Homework – adhering to guidelines

Distinguish between right and wrong:

- Clear moral / positive behaviour policy with staged approaches of intervention
- Pupils to think actions through, recognise that their actions are chosen and that there are consequences both positive and negative.
  Prefect Pledge
- Whole school 'Golden Rules' / playground rules
- Class Rules

Show respect for environment:

- Recycling: paper

Make informed and independent judgements:
- School Council
- Bring suggestions to Headteacher, Deputy Headteacher and Governors

<u>**Social**</u>

Develop an understanding of their individual and group identity:

- Methods of working in class: individual, pairs, groups, class, cross year groups, across key stages, mixed or single ability, mixed or single gender
- Events specifically for split cohorts / year groups / houses
- Team events: sports day, new reward system
- Assemblies to develop whole school identity
- School 'Golden Rules' and class rules
- Racial, religious, gender or social equality in lessons, school life
- School council: elections

- Year groups work together on special days
- Christmas & School plays
- Social skills groups when required

Learn about service in the school and wider community:

- Preparation for assembly
- Class / school monitors
- Council and Committee work
- Cleaning up classrooms and the school environment,
- Young leaders at playtime

Begin to understand the imperative for Social Justice and concern for the disadvantaged.

- Charity fundraising
- Disaster appeals
- School Council meetings

Cultural:

- Recognise the value and richness of Cultural diversity / similarity in Britain, and how these influenced individuals and society.
- Understanding and celebration of own culture / imagery: religious festivals, cultural festivals, Christian & pagan origins, local traditions eg. St Georges Day
- Understanding of non-Christian religious traditions eg. Chinese New Year
- Understanding of different cultures in time and place
- Develop an atmosphere of understanding, acceptance and respect.
- Music in assembly: religious, personal choice, staff and pupil choice
- Parents / visitors in to celebrate different cultures / festivals
- RE scheme
- Citizenship
- Music / Art / PE scheme: from different cultures
- Links to curriculum: art, science, mathematics etc.
- Appreciation that there are similarities between cultures / religions, not just differences
- Making links to different people: locally, nationally & internationally
- New book selection from different cultures / faiths

Develop an understanding of their social and cultural environment:
- School ethos
- Taking part in school events: supporting the school
- Encouraging parental support out of and in school
- School concerts, music concerts, Christmas
- School events: Red Nose Day, Children in Need
- Develop an understanding of Britain's local, national, European, Commonwealth and world
- wide awareness
- Books in library
- History scheme
- Awareness of cultural icons from different cultures and especially from different
- ethnic, religious communities within UK (ie Mary Seacole)

- Establishing links with other schools.