



Spiritual, Moral, Social and Cultural

May 2021

Version	Date	Author	Status	Summary
1	18.1.2017	W.Southgate		Original Document
2	26.2.19	W.Southgate		
3	May 21	A Padday		

Reviewed By: Full Governing Body

Date of Review: May 2021

Expiry Date: May 2023

Vision Statement

At Southwood Infant school we will foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

At Southwood Infant School the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school issue'. Spiritual, moral, social and cultural development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection.

This policy supports and reinforces the aims of Southwood Infant School, valuing all children and staff equally and as individuals.

EXCELLENCE - RESPECT – ENJOYMENT

Principles

Spiritual, moral, social and cultural 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 grow and develop as people.

Spiritual, moral, social and cultural development is cross curricular and promotes the aims and principles of the policies for PSHE, RE, Safeguarding and Single Equality Scheme Opportunities. These policies all underpin the curriculum model putting the child at the centre of all we do.

It is an expectation at Southwood Infant School that all staff, in all subjects, can and will make a contribution to the spiritual, moral, social and cultural development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, collective worship etc.

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 pupils.

In order to achieve this we recognise that SMSC will be delivered through a whole school approach

Aims

- To ensure that all curriculum areas make a contribution to the child's spiritual, moral, social and cultural development and as such, opportunities for this will be planned in each area of the curriculum.
- To ensure all adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- 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 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.

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.
- Recognise and reflect on Christian approaches to spiritual development.

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.
- Make decisions, accepting and understanding the consequences of their actions.

Social Development

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

- Develop an understanding of their individual and group identity.
- Relate positively to others.
- Participate fully and take responsibility in class and school.
- Use appropriate behaviour across a range of situations.
- Work cooperatively with others.
- Use own initiative responsibly.
- Understand our place in our family, school and society.
- Be sensitive to the needs and feelings of others.
- Work as part of a group.
- Interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- Develop an understanding of citizenship and to experience being a part of a caring community.
- Show care and consideration for others e.g. sharing and turn taking.
- Realise that every individual can do something well and have something to offer.

Cultural Development

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

- Develop a sense of their own identity, exploring and expressing ideas, thoughts and feelings through a variety of forms of expression, experiencing great art, music and literature from different cultures and recognising the personal enrichment to be gained from an understanding and appreciation of these cultures.
- Understand others' cultural identity, appreciating differences, learning how lack of cultural understanding can generate tension, and how people from every culture, however different, have values in common.
- Develop a sense of belonging, understanding different local communities, and their relation to regional, national, European and global cultures,

understanding how cultures interact and recognising the contribution they can make to different communities.

- Develop sensitivity towards different cultural expressions, identifying and appreciating the value of their own cultural traditions, and appreciating the cultural environment, both natural and shaped by humanity.

Teaching and Organisation

Practical activities to develop SMSC will include: Class discussions and circle time which 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

Other curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.
- Work together in different groupings and situations.
- Encourage the children to behave appropriately at meal times.
- Take responsibility e.g. playground squad, class monitors, delivering messages and looking after younger children. Encourage teamwork in PE and games.
- Show appreciation of the performances of other children regardless of ability.
- Listen to music from different composers, cultures and genres
- Meet people from different cultures and countries.
- Participate in a variety of different educational visits.
- Take part in live performances.
- Collective worship themes will explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Study literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Give children opportunities to hear and see live performances by professional actors, dancers and musicians.
- Participate in traditional English country dancing as well as dance from other cultures.
- Make and evaluate food from other countries.
- Listen to music and learn songs from different cultures and play a range of instruments including steel pans and samba.
- Study the contributions to society that certain famous people have made.

Links with the wider community

- Visitors are welcomed into our school.
- Links with the local church are fostered and half term assemblies are led by our local vicar and Gateway.
- The school supports the work of a variety of charities.

- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.

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.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Curriculum leaders identify aspects within their subjects to be included in teacher planning. They monitor teacher plans and their evaluations and assessments.
- Curriculum leaders will monitor resource provision, identifying shortfalls.
- The Head teacher shall have oversight of this policy and monitor the provision of SMSC.

Our school is agreed that, in order to achieve our aim, children, parents, governors and staff must work together to provide a framework for mutual success. This will be reviewed and amended as and when necessary, taking into account the views of all stakeholders.

EXCELLENCE - RESPECT - ENJOYMENT