



Ireby Church of England Primary School

SMSC Policy

(Spiritual, Moral, Social, Cultural)

Signed by:

_____  _____ Head Teacher

Date: 2nd October 2020

_____  _____ Chair of governors

Date: 2nd October 2020

Next review date: October 2022

School Governance:

Responsibility of the Curriculum Committee

Spiritual Development

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experience

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Provision

As a school, teaching children in Key Stage 2, we aim to deliver an education that will give our children the skills, knowledge and understanding that enables them to work towards their full development in each of these areas.

In order to do this we strive to ensure:

- That everyone connected with the school is aware of our vision and values.
- That all adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.
- There is a consistent approach to the delivery of S.M.S.C. education through the curriculum and the general life of the school.
- That a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That a range of learning and teaching styles are used.
- That **all** children have an equal opportunity to access the provision for S.M.S.C. education.

There are key opportunities in our school for S.M.S.C education and these include:

- A planned Religious Education curriculum
- A planned Personal, Social, Health curriculum
- Collective Worship following planned themes that explore important values, aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Christian value of the half-term (displayed in each classroom)
- School Council Elections and Meetings
- A Behaviour Policy agreed by staff and children
- Assessment for Learning including the use of Learning Partners
- School Team Colours/ houses
- After School Clubs led by staff and outside agencies
- Sponsoring the education of another child to encourage children to help others enjoy their rights
- Planned work in other curriculum areas

There are also lots of other experiences we offer to the children at our school where opportunities arise.

These include:

- Meeting with people in different social contexts.
- Participation in a variety of different educational visits.
- Studying literature and art from different cultures
- Visits from experts
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Participation in activities with pupils from other schools, organised by other schools

- Displays, flipcharts and other resources reflect diversity
- Learning about contributions to society that certain famous people have made.
- Moments of awe and wonder.
- Links with the local church, other schools and Avon Lodge are fostered.

See school Twitter account on school website

Monitoring and evaluation

Provision for S.M.S.C. is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by teachers/ head teacher and governors.
- A review of policies and units of study including the school's approach to collective worship.
- Keeping a record of opportunities to help highlight any areas that may need more provide

