

Spiritual, Moral, Social & Cultural Development (SMSC) Policy

Author/Person Responsible	Tamara Hambly North Road Primary School
Date of Ratification	May 2023
Review Group	Headteacher
Ratification Group	Headteacher
Review Frequency	Reviewed annually and updated as changes occur. These will be recorded in the notes of the C&P Committee
Review Date	May 2024
Previous Review Amendments/Notes	Playground Leaders Termly Mental Well-Being Workshops Whole School Approach to the teaching and use of Makaton Pets As Therapy Weekly Visit Whole School Interfaith and Faith Days Awarding of Weekly Dojo Certificates RE Hub WIRE Award
Related Policies	Sex and Relationship Education (SRE), Confidentiality, SEND, Behaviour, Anti-Bullying and Curriculum



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SMSC Policy	Date:	May 2023
EIA Carried Out By:	T Hambly	EIA Approved By:	S Stillie

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

INTRODUCTION

North Road community primary school is a community within which pupils learn about their personal development. They learn from their relationships with their teachers, staff and peers. They also learn from observing how adults interact with one another and with other pupils. Through the support of our embedded six school values, children learn to care for others, to be kind, responsible, positive, ambitious, and respectful. Good experience in personal relationships in early life will make a most important contribution to an understanding of moral and spiritual values when they are older.

PURPOSE

We recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve.

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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions and circle times, 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 and 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.

Many curriculum lessons provide opportunities to:

- . Listen and talk to each other with respect.
- . Learn an awareness of treating all as equals, accepting people who are different or hold a different point of view.
- . Work co-operatively and collaboratively.
- . Experience good role models.

Practical activities to develop SMSC will include:

- . Working together in different groupings and situations.
- . Encouraging the children to behave appropriately at meal times.
- . Taking responsibility e.g. pupil teams, school council, class monitors, lunch-time prefects, assembly prefects and nurturing younger pupils.
- . Encouraging teamwork in PE and physical tasks and activities.
- . Appreciation of another's achievements and respect for the work and performance of other children, regardless of age or ability.

- . Hearing music from different composers, cultures and genres.
- . Meeting people from different cultures and countries and participating in a variety of different educational visits.
- . Participation in live performances.
- . Use of assembly themes and start of the day activities to explore important aspects of our heritage and other cultures, e.g. festival and faith 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.
- . Opportunities to taste and evaluate a range of types of food.
- . Studying the contributions to society that certain famous people have made.

SPIRITUAL DEVELOPMENT

The pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum that will enable them 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.
- . Allow them to develop a range of personal values, which may include a religious belief
- . Explore the values of others for example in stories, drama, music, art and Religious Education lessons.
- . Explore and encourage respect for beliefs of other people in the school and the wider environment.

Some of the ways in which Spiritual Development is promoted, nurtured and fostered at North Road Community Primary School:

- . Educational visits, to expose pupils to a range of experiences, which may promote a sense of awe and wonder.
- . Celebration of Mental Health Week and Hello Yellow Day (Young Minds)
- . Termly 'Mental Health Monday' and 'Well-Being Wednesday' workshops for all pupils
- . Fruity Milkshake Fridays for those pupils who have displayed all of our values and go 'over and above' applying our school values to their learning.
- . Children nominating their peers for the awarding of values bands.
- . North Road Star certificates, Reading Awards and the sharing of achievements outside of school, all celebrated in our weekly whole school Star Assemblies
- . Awarding of termly 'Amazing Achievement' Awards.
- . House Point competition through pupil membership of one of our Houses – Brunel, Cabot, Jenner or Tyndale
- . Use of Twitter to celebrate and share with parents the achievements of pupils, their use of school values and their positive attitudes towards learning.
- . Use of Class DOJO to celebrate, record, reward and inform parents of children's positive behavior and attitudes towards their learning.
- . DOJO certificates awarded weekly in recognition of the value a child has shown the most.

- . Intervention therapies such as sand box, ELSA support, sport therapy, gardening nurture time, Pets As Therapy weekly visit and 1:1 TA mentoring programme.
- . Role of Pastoral Lead to co-ordinate the implementation of additional support for the mental and emotional well-being of pupils and the training needs of staff.
- . Work partners that aim to support confidence and develop self-esteem.
- . A PSHE programme (PSHE Association) which helps foster self-esteem and knowledge of ourselves and others
- . Chosen roles for all Year six pupils including prefects, house captains, sports captains and librarians, elected by Staff to match the skills and strengths of pupils.
- . School Council, elected by pupils, to advocate the views and concerns on behalf of the pupils.
- . Visits from spiritual organisations.
- . Participation in Interfaith and Faith Days within school and across the cluster focusing on the six main religions.
- . Achievement of the RE Hub WIRE Award
- . Displays of pupils' work.
- . We provide time for the children to reflect on their learning and that of their peers.
- . A curriculum, which is underpinned by our school values and has an emphasis on our six school values, beliefs, community and conservation.

MORAL DEVELOPMENT

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong.

- . 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 informed and independent judgments.

Some of the ways in which Moral Development is promoted, nurtured and fostered at North Road Primary School:

- . Rewarding and acknowledging examples of good behavior.
- . A learning ethos underpinned by an understanding of Growth Mindset and the saying 'I cannot do that...yet.'
- . Termly presentation of the Peter's Pride cup for school values modelled both in and outside of school.
- . The school has a well-established behaviour policy and the staff actively promote non-confrontational behaviours at all times.
- . There are clear school expectations in learning and social context.
- . All classes establish classroom rules and, together hall rules and playground rules, these are developed at the start of each academic year. These are revisited yearly to ensure a whole school consistent approach.
- . Drama, role-play, storytelling and circle time.
- . Group work and discussions
- . Assembly themes
- . Fund raising activities for others, nominated by pupils.
- . Talking openly about incidents or events that occur in school or within the local community, which may give an opportunity for teaching about morality and behaviour.

- A curriculum offer, which celebrate morals and good behaviour.
- A school mascot, Roley the Fox, which was designed by the pupils to reflect and remind all pupils of our six school values and act as a role model for younger pupils.
- Awards and displays that link to learning and positive behavior and which reflect the school vision and values (classroom photo School Values Tree, Roley's Star, Class Dojo Display).

SOCIAL DEVELOPMENT

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

The pupils will be encouraged to:

- Maintain and develop relationships within the school.
- Work successfully with other children and adults in the school community
- Participate co-operatively and productively in the school community
- Whole School 'House' events
- Respond to the opportunities being offered to show initiative and to take some responsibility for their own learning
- Become co-operative and productive members of the community beyond school
- Gain an understanding of society through their family and carers, the school, local and wider communities

Some of the ways in which Social Development is promoted, nurtured and fostered at North Road Community Primary School:

- Playground Play Leaders – Year 5 trained play leaders who lead playground games with EYFS and KS1 pupils at lunchtimes and with Year 3 and 4 children at morning playtimes.
- Weekly PSHE lessons
- The fully embedded ethos, vision and values of the school.
- Promoting the value of social communication across school e.g. Talking Partners, Buddies, Mentors, Maths Talk, Oracy lessons etc.
- Whole school approach to the teaching and use of Makaton as a communication tool.
- We encourage positive behaviour at playtimes and social times with the support of pupil playground mediators and the use of The Buddy Stop.

CULTURAL DEVELOPMENT

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their uniqueness.

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

- Recognise the value and richness of cultural diversity in our local community and 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.

The school promotes the cultural traditions of our own area and the ethnic and cultural diversity of the world.

The pupils are encouraged to:

- . Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- . Recognise those similarities and differences that may exist between different societies and groups.
- . Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
- . Broaden, develop and enrich their interests and insights

Some of the ways in which we cultural development is promoted, nurtured and fostered at North Road Community Primary School:

- . Educational visits
- . Religious Education programme
- . Collective Worship Assemblies
- . Topic work
- . Sensory experiences from other cultures
- . The ethos, vision and values of the school
- . Visiting artists, musicians, and people from other cultures
- . Access to the Internet (Supervised)
- . Cultural themed days

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis through:

- . Monitoring of teaching and learning.
- . Pupil Voice
- . Parents Council
- . Work scrutinies by the RE and PHSE coordinators.
- . Termly meetings with Link Governors.
- . Annual Reports to Full Governing Body
- . Regular discussions at staff and governors' meetings.
- . Annual review of policy and related curriculum area of study including the school's approach to collective worship.

IMPLEMENTATION OF THE POLICY

The implementation of this policy, the planning and teaching of SMSC is the responsibility of the whole staff team.

Signed: _____ SMSC Lead Date: _____

Signed: _____ Headteacher Date: _____