

Millbrook Primary School



Policy for Spiritual, Moral, Social and Cultural Education (SMSC)

March 2017

Millbrook Primary School

Policy for Spiritual, Moral, Social and Cultural Values

At Millbrook Primary School 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. 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
- an appreciation of the diversity and richness of the cultures in the world.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Millbrook and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Guidelines

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. School and classroom rules will 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 curriculum delivery.

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.

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.
- Make informed and independent judgements.

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.
- Understand and experience fundamental British values, including democracy, the rule of law and tolerance in order to prepare them for life in modern Britain.

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, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Appreciate the range of cultural activities available to them in music, the arts and drama

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

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. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Millbrook will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible, reflecting the nature of the school and wider society.

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, etc.

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 or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (Sporting, musical, scientific, technological) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Practical examples of SMSC education in school:

Spiritual	Moral
<ul style="list-style-type: none">• Learn about the importance of religious belief to individuals• Learn about a range of major world religions• Find out about the significance of major festivals and celebrations in a number of religions including Christianity, Islam, Hinduism, Judaism and Buddhism.• Learn how major festivals and celebrations are celebrated.• Asking and reflecting on big questions to do with life and society.• Empathising with and considering the viewpoints of others.• Activities that encourage children to focus on the wonders of nature and the universe (assembly about space; scientific investigation; chicks hatching).• Visits to places of worship (Church, Mosque).• Expression of feelings and emotions through art, music and drama• Values – emphasis on development of personal values.	<ul style="list-style-type: none">• Promotion of positive values, particularly with respect to fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and viewpoints. This is threaded through all aspects of school life including assemblies, pastoral care. PSHCE.• Emphasis on ‘collective responsibility’ Each class agrees their golden rules and children are expected to sign up to them. Behaviour policies and codes display a strong moral ethos.• Democracy is exercised through elections to the school council.• Moral stories and fables from a range of cultures are studied and discussed as part of assemblies and PSHCE lessons.• Discussions and debates are held in a range of subjects which help children clarify the difference between right and wrong and investigate moral dilemmas.

<p>Social</p> <ul style="list-style-type: none"> • Opportunities to work with a range of children in mixed groupings – pairs, small group, large group class. • Opportunities for older children to work with and support younger ones. • Opportunities to take responsibility – classroom jobs, school-wide responsibilities for older children. • School buddies, Jumping Jaxx Team, Lunchtime helpers • Opportunities to work with a range of services who contribute to a peaceful, orderly and healthy society – police cadets supporting Y6 learners, CSOs working on the STAR programme; Assemblies and workshops from the fire service; drop-ins and regular input from the school nurse. • Taking part in community events – Clean up environment campaigns with CSOs; choir entertaining the elderly in local care homes; Christmas concert to entertain the community. • Joint working with HLC and Meadows primaries with a full programme of competitive sport and activities between the schools. • Opportunities to take part in residential visits at Arthog, and a wide range of day visits connected to curriculum topics. • Fund –raising; National and local charities; International appeals (Pakistan floods). 	<p>Cultural</p> <ul style="list-style-type: none"> • Learn about different cultures as part of their studies in geography and history • Opportunities to participate in performance – plays; musical – Young Voices, Celebration concert (Oakengates Theatre); Community Christmas concert. • Visits from theatre groups • Opportunities to take part in extra - curricular activities; Dance; Choir; Reading; Art and craft. • Visits from authors and poets • Opportunities for instrumental tuition – keyboard; guitar; percussion. • Range of curriculum visits – museums, galleries, theatres. • Range of cultural experiences in school – Chinese dancing; Indian art; Polish singing and dancing; • Use of skills and expertise within the local community to contribute towards community curriculum events – henna patterns, Asian cookery etc. • Stories, poetry and songs from a range of cultures. • British institutions – Parliament and democracy. • Celebration of local and national cultural and sporting events – National Poetry Day; The Olympics.
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Review

This policy will be reviewed in accordance with the policy review schedule.