



## Spiritual, Moral, Social and Cultural

24<sup>th</sup> September 2018

Version	Date	Author	Status	Summary
1	1.3.2013	W.Southgate	approved	Original Document
2	26.3.2015	W.Southgate.	approved	Document update
3	31.10.16	L. English	approved	Document update
4	24.9.18	L. English & E. Flynn	Approved	Document update

Date of Review: 24<sup>th</sup> September 2018

Expiry Date: 01<sup>st</sup> November 2020

Ratified By: Full Governing Body

## Buryfields SMSC Vision Statement

### Vision Statement

At Buryfields 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 Buryfields 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 Buryfields Infant School, valuing all children and staff equally and as individuals.

## **EXCELLENCE - RESPECT – ACHIEVEMENT**

### Principles

Social, moral, spiritual 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.

SMSC 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 Buryfields 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, positive attitudes, 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, as well as of awe and wonder.
- 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 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, lunchtime helpers, class monitors, delivering messages and looking after younger children.
- Become an Arts Ambassador as part of our Artsmark and STEAM journey.
- 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.
- Explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations in collective worship.
- 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.
- 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 weekly assemblies are led by a team of local padres including from RAF Odiham.
- The school supports the work of a variety of charities.
- Links with All Saints Church especially at Harvest and Christmas time.
- Regular visits to the alms houses to share books, play games and talk to the residents.

- Each harvest, food is collected and delivered by the children to the alms houses.
- 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 are taught to appreciate and take responsibility for their local environment.
- Close liaison with local junior and secondary schools to support the primary curriculum e.g. handwriting, computing, music, and dance.

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 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 coordinators identifying aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
- Coordinators monitoring resource provision, identifying shortfalls.
- The SMSC co-ordinator overseeing this policy and monitoring 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 - ACHIEVEMENT**

