



Cabot Primary School

Learn together, respect each other, achieve forever

Spiritual, Moral, Social & Cultural Development (SMSC)

Adopted: September 2012

Review Date	Details	Owned by/linked to
March 2015		SIC
February 2019	Reference to Rights Respecting Schools Update about Social Development	SIC, Author – Nicola Redwood

Overview

At Cabot Primary School we strive to create a learning environment which promotes respect, diversity and self awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. This is reflected in our school values of Partnership, Inclusion and Excellence.

We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. Basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs are promoted in every day school life and underpinned by our school values.

By actively promoting democratic processes such as a school council, whose members are voted for by the pupils, we ensure that every pupil within the school has a voice that is listened to. The running of Student Council within the school ensures that all pupils are made aware of how citizens can influence decision-making through the democratic process. Additionally we are registered as a UNICEF Rights Respecting School.

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. The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

The integrity and spirituality of pupils from other faith backgrounds and none will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

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 enrich our British society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

This policy is closely linked to the following policies:

Anti Bullying

RE

PSHE

SRE

Spiritual Development

Definition

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Our learning environment and Curriculum

Curriculum opportunities enable pupils to:

Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape)

Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)

Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)

Discuss what they think they have achieved and what they need to do to be successful in the future, (self assessment, target setting activities)

Acquire an understanding of, and celebrate their own and other cultures.

Moral Development

Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

This is promoted through the school vision and values which underpin a whole school approach to behaviour management. See Behaviour Policy. Adherence to these

values is celebrated during whole school assemblies. Children are asked to reflect on their choices as part of our behavior policy.

Through the effective teaching of PSHE and SEAL, children are given time to consider and explore decision making regarding a wide range of issues. Prejudicial or discriminative behaviour is challenged and effectively dealt with.

This is embedded through our school value 'Inclusion'

Our learning environment and Curriculum

The classroom environment and curriculum promote moral development through:

Codes of conduct and class rules, agreed with children and displayed in the classroom and throughout the school.

Use of a clear and consistent behaviour policy which children understand and believe to be fair.

Class and Key Stage assemblies which address moral values and cite expectations.

A wide range of activities which encourage pupils to offer, share and compare opinions and share their values and demonstrate mutual respect.

Discussing the choices made by the pupils, significant figures and the impact of these choices.

Social Development

Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Additionally the social development of pupils is shown by their:

'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.'

This is embedded through our school value 'Partnership' and our vision 'Respect each other'

Our learning environment and curriculum

At Cabot Primary School social skills are developed through:

- Modeling of positive social behaviour by all staff
- Lunch time clubs
- Sporting activities (both in and out of school).
- Through the Real PE Scheme of work
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community.

Cultural Development

Definition

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Our learning environment and Curriculum

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- French curriculum and language celebration.

Links with the Wider Community

- Visitors are warmly welcomed into school.
- We regularly participate in local and wider community events and celebrate the area in which we are based.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in effective partnership to support the pupil.

- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- We participate in local, national and international fundraising events.
- Local police and Community police support officers visit and hold discussions with pupils.

Monitoring and Review

The planning and coordination of SMSC is the responsibility of the SMSC subject leader, who also:

- a) Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- b) evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- c) uses specially allocated, regular management time to review planning of SMSC across the curriculum, collate evidence of the children's work and observe elements of SMSC across the school.

The quality of teaching and learning in SMSC is monitored and evaluated as part of the school's agreed monitoring cycle.