



# Beechwood Primary School

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## Spiritual, Moral, Social, Cultural Development Policy

### **Introduction**

At Beechwood Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We 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 and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for opportunities, responsibilities and expectations in life

### **Aims**

- To ensure that everyone in school is aware of our values.
- To ensure a consistent approach to SMSC issues.
- To ensure that a pupil's education is within a meaningful context and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them.
- To give each child a range of opportunities.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### **Definition**

The spiritual development of pupils 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 experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, musical, 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.

*Ofsted Inspection Framework 2016*

### **Implementation of the SMSC policy aims**

It is possible to identify different contexts where suitable opportunities for promoting SMSC arise, in many areas of school life. These include:

- Religious Education
- Collective Worship
- National Curriculum subjects
- Non-Statutory subjects and aspects e.g. PSHEE, citizenship and environmental education
- teaching and learning strategies
- the quality of relationships between staff and pupils and between pupils
- teachers and support staff as role models
- the ethos and values of the school
- aspects such as visits, visitors, clubs and extra-curricular activities.

### **Implementing the SMSC policy through the National Curriculum:**

English makes a major contribution to pupils' SMSC development through:-

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.

- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and televisions.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Helping pupils to engage in emotional literacy through differing genres.

Mathematics can provide a contribution to pupils' SMSC by:-

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

Science provides opportunities for pupils' SMSC development through examples such as:-

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

ICT can contribute to SMSC development by:-

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.

History makes a contribution to SMSC by:-

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

Design Technology makes a particular contribution to SMSC through:-

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Awareness of the moral dilemmas created by technical advances, the impact of 'winners and losers' ethos.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

Geography contributes to SMSC where:-

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.

MFL contributes to SMSC through:-

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Pupils' social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:-

- Learn about beliefs, values and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to SMSC by:-

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, i.e. war and violence.

Music contributes to SMSC through:-

- Teaching that encourages pupils to be open to the music of other cultures.
- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour.

Physical Education – SMSC development is actively promoted through PE by:-

- Activities involving co-operation, teamwork, competition, rules, self discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection and challenge.

### **Links with the wider community**

- Visitors are welcomed into our school.
- Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged.
- Visiting groups such as theatre or musical events are planned throughout the year.
- The school participates in local community events such as carnival, Remembrance Sunday and Carol Singing.
- We offer courses and instruction in a wide variety of establishments in the area.
- Children are taught to appreciate and take responsibility for the environment.
- We liaise with local schools and support groups.

### **Monitoring and Implementation of the Policy**

- Provision for SMSC is monitored and reviewed by the SLT, teachers and Governors.
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff
- This Policy has been reviewed and approved by the Governing Body

Reviewed: June 2016

Review: June 2018

Signed by Chair of Curriculum and Welfare: \_\_\_\_\_

Signed by Head Teacher: \_\_\_\_\_

This policy has links to a number of other school policies, namely: Statement of Behaviour Principles, Safeguarding, Collective worship, Equality and Diversity, British Values, Preventing Extremism and Radicalisation, PSHE and RE.