

Leading Learning Trust – Spiritual, Moral, Social, Cultural Policy

**This Subject Policy applies to Selwyn
Primary School and to Portway Primary
School**

Date reviewed/initiated:	July 2019
Reviewed by:	Leadership team
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Policy ratified by CEO (as per Scheme of Delegation):	November 2019





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1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1. Document history

Date	Document title	Version
October 2016	Initial release as a policy separately applicable to Selwyn Primary School and to Portway Primary School	1.0
July 2019	Review after 3 years of operation of the policy	2.0

1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed every 3 years by the School Leadership Team, and is then ratified by the CEO.



2. THE POLICY

2.1. Introduction

Across the Leading Learning Trust, 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 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 and an appreciation of the diversity and richness of other cultures. This is achieved in by ensuring that:

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development (SMSC hereafter) and opportunities for this will be considered when planning in each area of the curriculum.
- The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.
- 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.
- 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 should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's Behaviour Policy.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

2.2. Aims

The aims of the SMSC Policy are:

- 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.

2.3. Spiritual development

At both Selwyn and Portway Primary 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.

2.4. 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.
- Take action for justice.
- Make informed and independent judgments.

2.5. 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 services in the school and wider community.

2.6. 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 influence 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.

2.7. 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.

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

2.7.1. Class Reflection Time and Collective Worship will provide pupils with 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.
- Consolidate and build upon the school's use of the 5Cs – courtesy, care, commitment, co-operation and consideration.

2.7.2. Many 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.
- Respond to teacher questioning through marking and verbal feedback.

2.7.3. 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: class monitors, cloakroom monitors, School Council Representatives, Tuck Shop Supervisors, lunch hall helpers, Sports Leaders, Head Pupils etc.
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival 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.
- Participation in traditional British country dancing as well as dance from other cultures.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.
- Responding to teacher marking.
- Links with local places of worship are fostered through children visiting and visitors coming into school.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupils. Our Home School Agreement, termly newsletters and information provided on the school website all help foster a close relationship between home and school.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

2.8. Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning opportunities throughout curriculum areas by SLT and subject leaders.
- Good practice in SMSC being shared with staff regularly.
- Monitoring of Reflection Displays in each classroom.
- Pupil conferences.
- Book audits.
- Feedback for the local governing body.