



SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

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The SMSC (spiritual, moral, cultural and social) Development has been described as 'the hidden curriculum' . It is all the things we do in school to help build up the child's understanding, thoughts and experiences. Here is a further brief definition of each area.

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

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

Social development includes 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.

Cultural development enables learner's 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.

At Shakespeare we provide many opportunities for SMSC in carefully thought about ways. The impact this has on the children is noticeable in many ways: personal interactions, how children behave, how they manage their feelings and other difficult situations. This is recorded and evaluated using the SMSC proforma mapping tool.

We communicate these ideas with the pupils by using the phrases:
Spiritual- **Me**, my attitudes, myself

Moral- **My thoughts**, my choices

Social- **My relationships**, my rights, my responsibilities, my community

Cultural- **My experiences**, my contributions, my appreciation, my respect

Aims

The aims of an SMSC education are:

- to ensure pupils' education at Shakespeare Primary School is holistic rather than focussed narrowly on purely academic aspects of learning.
- to provide pupils with a rounded education, including learning how to work and play together, understanding and respecting others' points of view, respecting and applying rules and understanding why these exist.
- to prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society.
- to encourage pupils to value themselves and their unique contributions to their own and others' lives, and in turn to value and celebrate others and their qualities and abilities.

Delivery

SMSC is delivered through:

- The everyday teaching and learning that occur daily within the school day.
- The plethora of extra-curricular and non-class based opportunities, including whole school assemblies, community events and after school hours learning clubs.

- The school's established golden rules, procedures and behaviour management policies and strategies.

Within lessons

SMSC skills and understanding are developed through:

- The RE curriculum which encourages pupils to explore **spiritual** thinking through their own and others' beliefs and values, and to develop an awe and wonder for the natural world.
- The Art curriculum which affords pupils the chance to explore **spiritualism** and reflect on their feelings and motivations, and respond visually to these.
- The Literacy curriculum which gives pupils opportunities to consider **moral** codes and rules through units of work on, for examples, fables and other morality tales.
- The PSHE curriculum which promotes a **spiritual**, reflective approach to considering and celebrating difference and diversity between people.
- The use of SEAL and reflective questions promoting children to consider and challenge their **moral** code.
- The Science curriculum which encompasses pupils' **spiritual** development in acquiring a wonder and awe in the natural world.
- The History curriculum which includes important aspects of pupils acquiring and appreciating the origins and reasons for contemporary **culture** and society.
- All curriculum subjects during group work and peer assessment when **social** skills are used and developed.

Outside lessons

The following is not an exhaustive record of the opportunities available for pupils at Shakespeare. For a more detailed review please see the SMSC at Shakespeare mapping tool available from the office.

SMSC skills and understanding are developed through:

- Whole school special weeks and competitions such as Scooter to School, Health Week, The Big Draw and Roman Day allows children to collaborate **socially** and participate as a part of a whole.

- The Stephen Lawrence club promotes **spiritual** development by celebrating diversity and difference within the school and wider community.
 - School Food Ambassadors, the school council, School Sports Ambassadors and Stephen Lawrence council and the Green Team afford children personal investments in the **moral** codes of the school, and therefore supports their moral development.
 - Whole-school and class assemblies are often vehicles for the promotion of **moral** values and ethics (for example, anti-bullying assemblies, recycling).
 - Year 6 pupils attend local old people's homes to entertain residents with music, thereby encouraging **moral** understanding by valuing all members of society as well as understanding the **social** aspect of care and community.
 - Educational visits, and in particular residential visits (which are run for all year groups) involve the development of many **social** skills for pupils.
 - A range of musical, artistic and creative performances (such as the year 6 production, key stage 1 Christmas production and Key Stage 2 Tableaux) provide opportunities for pupils to develop **social** skills through team working, and also promote **cultural** appreciation and reflection of artistic, music and thespian talents.
 - Sports teams necessitate **social** development by sharing effort and endeavour in order to succeed.
 - The annual Road Safety Week allows year 6 children to develop their **social** skills in working collaboratively to design and perform their own raps.
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- Links with Beechwood Primary School provide opportunities for pupils to experience a very different local **culture** to that in the school's locality.
 - The school's guitar lessons, Glee Club and resident artists in addition to school singing practice provides pupils with rich **cultural** learning opportunities through music.
 - Various trips and visitors allow children to experience a broader range of different **cultures**.
 - The school's annual Black History week and Heritage day celebrates other **cultures** and traditions.

Working with parents, carers, governors and members of the community

It is important that parents and carers support what we are doing in school regarding the spiritual, cultural, moral and social skills of pupils. We encourage

parents' involvement through our 'open door' policy, newsletters, class assemblies to which parents are invited and during which pupils' school and extra-curricular achievements are celebrated, and close home/school liaison. Parents are also invited to attend meetings prior to pupils' attendance on residential visits in order for parents to gain a fuller understanding of the social and cultural elements within such visits.