

# Ashbury Meadow Primary School Social, Cultural, Spiritual and Moral (SMSC) Policy



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## Definitions

### Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

### Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels
- 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.

### Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- 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 to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

## **Aims**

Ashbury Meadow Primary School aims to provide a safe, nurturing, environment, which enables everyone in the school to fulfil their potential. As a Rights Respecting School we aim:

- To provide the highest possible standard of education through a broad, balanced and enjoyable curriculum appropriate to each individual.
- To give the opportunity to develop the skills required to live and work together and to co-operate with each other.
- To promote and encourage a healthy lifestyle, both physically and mentally, enabling individuals to make informed choices.
- To develop an empathy with people around us; with the world in which we live and an understanding and respect of individuals, groups and nations and become good Global Citizens. To encourage a sense of right and wrong and be self-disciplined.
- To provide a stimulating surrounding which is valued.
- To foster a nurturing attitude towards others and our environment.
- For all children to know their rights are universal and unconditional and that they can talk openly about their rights and that they can demonstrate awareness of why and where some children may not be able to access their rights.

Through this we aim to be good citizens whose achievements are recognised and celebrated.

## **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs and ensure pupils are taught and understand the monthly Unicef CRC. A vast majority of this work will be delivered through cross curricular activities as well as specific PSHE, RE and Collective Worship activities, and be reflected throughout our school.

All literacy and topic lessons have an element of SMSC threaded through them. With a related SMSC question being discussed within the lesson.

Every week we hold keeping safe assembly, moral values assembly, Rights Respecting assembly and global assembly school council assembly and celebration assembly.

## **Spiritual Development**

**Planned opportunities for spiritual development in all subjects can be seen across the school.**

**Children are given opportunities to reflect upon the meaning of spiritual experiences.**

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

## **Moral Development**

**At Ashbury Meadow Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:**

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

**Our school develops pupil moral development by:**

- Moral value assemblies.
- Displaying a Class charter of expectations
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour (see Behaviour Policy)
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, history, geography, science, arts and assemblies; reinforcing the school's values through the class blogs, images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, class assemblies, Social Skills groups (Getting Along, Farming and Pirate groups) and SEAL sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week, the class blogs and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

## **Social Development**

**At Ashbury Meadow Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:**

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of democracy, rule of law, individual liberty and mutual respect and tolerance in an increasingly complex society

**Our school develops pupil social development by:**

- Developing an ethos which supports all of the below.
- Holding keeping safe assemblies which deal with the following issues
- Identifying key values and principles on which school and community life is based, including a knowledge of British values of democracy, rule of law, individual liberty and mutual respect and tolerance in an increasingly complex society
- Providing opportunities for engaging in the democratic process and participating in community life, such as School Council and Team Captain elections
- Using the School Council to convey aspirations in a democratic and transparent manner, whilst respecting the 'rule of law' (decisions made by adults and/or children)
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through class and school blogs, assemblies, team building activities, residential experiences, school productions

- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for pupils to exercise leadership and responsibility (such as Ashbury Buds, Prefects, team captains)
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

## Cultural Development

**Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. As well as global theme days and global assemblies. This is shown in our foundation subject plans.**

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- Have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- An interest in exploring the relationship between human beings and the environment

## Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language:
- **including the key vocabulary of British values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals, to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the relevant subject leaders and the School Council
- Whole school project based learning , based on our local area.