



The John Moore Primary School

Spiritual, Moral, social and cultural development policy

Title:	SMSC policy
Status:	Final
Version:	1.1
History:	Written and agreed by staff November 2015
Owner	Staff / Governors / Stakeholders

The John Moore Primary School spiritual, moral, social and cultural policy

School Vision:

Our vision is to provide an excellent education for all, which enables each individual to achieve their very best in an environment where everyone is valued and respected.

(Written by pupils, parents, staff and governors – reviewed 2014)

1. Introduction

There is a duty for schools to promote spiritual, moral, social and cultural development under the Education and Inspections Act 2006.

At John Moore Primary School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a whole school issue. We aim to promote it through the following:

- the ethos of the school
- all subjects of the curriculum have a contribution to make, with particularly strong links to R.E. and P.S.C.H.E
- collective worship
- positive role models from all adults in school
- pastoral care
- extra curriculum activities

2. What is spiritual, moral, social and cultural development?

Spiritual development

Definition

This relates to a person's inner life (which may be described with words such as soul, spirit or personality) and the way that these inner feelings, beliefs, values and reflections are expressed. It involves an appreciation of a non material dimension to life and gives a person a sense of purpose. Spiritual development is not linked solely to a particular doctrine or faith and is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Aims for spiritual development

- encourage pupils to express feelings of wonder and to ask big questions
- promote opportunities for pupils to empathise and consider the viewpoints of others
- provide pupils with opportunities to express their own beliefs in a variety of ways e.g. discussions, poetry, art
- to highlight examples of how beliefs and values influence person actions
- to provide opportunities for quiet reflection

Moral development

Definition

This concerns children's ability to make personal judgements about how they should behave and act and the reasons for such behaviour. Children should develop a sense of right and wrong based on their own personal values, rather than consequences or sanctions. It should result in them making informed choices about their behaviour and lifestyle.

Aims for moral development

- develop an atmosphere which encourages honesty
- Golden rules and class rules are followed for the good of all
- provide opportunities to support charity work, both local and global
- pupils are encouraged to be responsible for their own actions

Social development

Definition

This refers to the development of attitudes and qualities that enable children to become responsible members of the class, school and wider community.

Aims for social development

- all members of the school community relate positively to others
- all children are encouraged to participate fully in school life
- encourage awareness and tolerance of the needs of others

Cultural development

Definition

This involves an awareness, appreciation and tolerance of customs, traditions and cultural identity, both their own and those of others.

Aims for cultural development

- provide opportunities to share a wide range of cultural experiences
- develop a sense of belonging to one's own culture
- to develop a knowledge and understanding of other cultures which will encourage tolerance

3. What can we do to promote spiritual, moral, social and cultural development?

The policy of the school is that all aspects of school life promote SMSC development. All subjects can and should make a positive contribution.

The promotion of spiritual development includes:

Daily acts of collective worship promote the school's values, explore social and moral themes, encourage reflection and develop a community spirit. A programme of weekly themes is planned by SK each term.

Visitors, including the "Open the Book" team, are welcomed to our school.

We value our natural surroundings through forest school, our wildlife area and our garden.

Positive behaviour which prompts a "That's the spirit" response is recognised and encouraged.

The promotion of moral development includes:

Children are encouraged to behave appropriately at all times.

Our Golden rules are on display and discussed in assembly and circle times.

Class rules are negotiated by each class and are displayed in each class.

An effective monitor system is employed for milk, fruit, register and lunch time.

The promotion of social development includes:

Children have the opportunity to work in a wide range of groupings, e.g. talk partners, group work, cross key stage activity days, clubs, and teams.

We promote links with the local community e.g. visitors, visits, athletics and games with other local primary schools

The promotion of cultural development includes:

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

Visitors receive a warm welcome to our school including music teachers (who organise performances by pupils) and faith visitors (Mrs Sahdev, Lynn Satchell)

Our school produces regular plays and visits Tewkesbury's theatre for the pantomime.

4. Monitoring

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

- Regular discussions in staff meetings
- Review of policy
- Audit

Spiritual, moral, social and cultural development Audit (compiled by staff meeting November 2015)

Spiritual	Moral	Social	Cultural
<p>Feelings boards in each class in KS2</p> <p>Launch and landing days</p> <p><u>Appreciation of natural world</u> e.g. gardening, ducklings and chickens, butterflies, forest school ,wildlife area, welly walks (YR), trip to Over farm (Y1), Class pet (bought with Enterprise money)</p> <p><u>Assemblies</u> – weekly themes ,lighting candle</p> <p><u>Curriculum examples</u></p> <p>P.E. playing fair, esteem from success, supporting others R.E. themes</p> <p><u>Visitors</u> e.g. Lynne Satchell, life education van, Open the Book, people sharing skills – artists, drama</p> <p><u>Visits</u> to Abbey, PGL with Y 6,River Severn with Y4, Gloucester Cathedral Y4, Holy Trinity Y3</p> <p><u>Displays</u> –to value children’s work</p> <p>Grace at lunch</p> <p><u>Annual events</u></p> <p>2 minute silence for Remembrance Sunday</p> <p>Soul Space</p> <p>Experience Easter</p> <p>Young Voices</p> <p><u>Big questions, Big issues</u></p> <p>Children are encouraged to ask big questions, teachers will respond to questions about big issues such as terrorism</p> <p><u>Mindfulness</u></p> <p>Activities organised by KS</p> <p><u>Calming box</u></p> <p><u>Bereavements</u></p> <p>Mrs Woolley’s tree, memorial assembly around tree in summer; pastoral care for children who have lost a parent</p>	<p><u>Rules</u></p> <p>School golden rules (on display in hall)</p> <p>Class rules (negotiated with each class, on display)</p> <p><u>Charity</u> work (local and global), Children in Need, Comic Relief, Tewkesbury food bank (linked to Harvest Festival), Enterprise week has included charity donations</p> <p>Shoebboxes</p> <p><u>Lifestyle choices</u></p> <p>Healthy school awards</p> <p>Cooking scheme</p> <p>Cycling proficiency</p> <p>First Aid</p> <p><u>Pastoral care</u></p> <p>TA support</p> <p>Outside agency support</p> <p>Peer mediation</p> <p><u>Role models</u></p> <p>Staff examples</p> <p>Famous role models (Y6 RE inspiring people)</p> <p><u>Visitors</u></p> <p>Assembly visitors</p> <p>Life education van</p> <p><u>Curriculum examples</u></p> <p>P.E. fair play, turn taking, competitions Issues discussed in circle time, PSCHE</p> <p>Forest school</p> <p>Environmental issues in geog; moral issues in literacy</p> <p>History e.g. World War, working children</p> <p>R.E. e.g. Y5 topic How do believers care for others?</p> <p><u>Extra curriculum</u></p> <p>Clubs (children commit to attending)</p> <p>Action in community –tree planting, litter pick</p> <p><u>Pupil council</u></p> <p><u>Assembly</u></p> <p>Weekly themes</p> <p>Success certificates</p> <p>Citizen ship cup</p> <p><u>E safety</u></p> <p>E safety day</p> <p>E safety group</p> <p><u>Y5</u></p> <p>Court visit to be included in their Skill zone visit</p>	<p><u>In class</u> – talk partners, group work, social groups</p> <p>Extra curriculum clubs</p> <p>Peer mediators</p> <p>Monitors</p> <p>Y6 serving FS at lunchtime</p> <p>Houses</p> <p>Activities week (mixed year groups)</p> <p>KS1 sports day organised by Y6</p> <p>Expectations: honeycomb in entrance hall; interests board, community board</p> <p><u>Visits and visitors</u> e.g. Open the book, Skillzone</p> <p><u>Charity events</u> –raising money for local and global community</p> <p>Young Voices</p> <p>Choir</p> <p>Recorder club</p> <p>AFA</p>	<p><u>Curriculum examples</u></p> <p>Literacy – stories from different cultures; R.E. knowledge and understanding of religions; Art – from different cultures (Orient, Brazil, Greece,); History ;Music; Geography e.g. Barnaby bear in Year 1,Brazil in Y5;</p> <p>Circle time focus on understanding and tolerance of others opinions</p> <p><u>Visitors</u></p> <p>Mrs Sahdev - ; Q and A with Y6</p> <p>Open the Book</p> <p>International Award</p> <p>Activities week</p> <p>Cooking activities in all year groups</p> <p>Display e.g. Brazil masks display (Y5), London display (Y4)</p> <p>Events in the community</p> <p>Annual trip to the Roses theatre Pantomime</p> <p>Choir performed Noye’s fludde in the Abbey ,</p> <p>Choir performed with Welsh male choir</p> <p>Tewkesbury Medieval festival</p> <p>Christmas card exchange</p> <p>Whole school Chinese New Year activities (2015)</p>

