

# Jesse Gray Primary School



## Spiritual, Moral, Social and Cultural (SMSC) Policy 2019

Adopted by Governors on .....

Signed.....

Review date - June 2020

## **Definitions**

The following definitions for SMSC have been taken from the Ofsted handbook (September 2018 update)

### **Spiritual Development**

**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

### **Moral Development**

**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

Social Development

**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

### **Cultural Development**

**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

## **Aims**

At Jesse Gray, the aims of SMSC education are:

- to ensure pupils' education is holistic
- 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 (Modern Britain) 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

### **Provision for SMSC**

#### **Planning**

Teachers are aware of the need to plan opportunities to develop a wide variety of SMSC opportunities and this evident through curriculum mapping. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities

#### **Equality statement**

*Our school meets its obligations under the public sector equality duty by having due regard to the need to: Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010*

*Advance equality of opportunity between people who share a protected characteristic and people who do not share it*

*Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it*

#### **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
- Use of art and music to reflect upon
- Pupils encouraged to ask questions in order to ponder on "what if" moments
- Awe and wonder
- Connection and belonging
- Heightened self-awareness. Exploring feelings, starting with themselves, their peers, their community and as well as the global community
- Opportunities are built into the school day and the curriculum for pupils to reflect on their work, be still and seek silence and space in order to consider themselves and their achievements
- Collective worship
- A sense of security, well-being, worth and purposefulness
- Achievement assemblies, reward systems (whole school and class based) and other means, that highlight both academic and social achievements

The school develops an ethos with a set of Jesse Gray's core values 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, e.g. when listening to music, exercising empathy or creativity, how we live, through literature etc

#### **Moral development**

**At Jesse Gray, we believe that a morally aware pupil will develop a wide range of skills in order to contribute to the future of Modern Britain.**

**These can include being able to do 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:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, gender, sexual orientation, age and religious 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 and community where pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- 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, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers 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 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, circle time, social skills groups and PSHE lessons. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise and recognition in many different ways

### **Social Development**

**At Jesse Gray, 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 their community as well as 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 interdependence in an increasingly complex society

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

- identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting equality in accordance to the Equality Act 2010
- 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 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 engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided through the curriculum and through everyday school life
- Supporting pupils with specific, identified social needs through timely interventions

### **Cultural Development**

**At Jesse Gray we aim to make our children aware of the diversity of other cultures both within modern Britain and throughout the world. We aim to do this through music, PE, art, drama and other areas of the curriculum.**

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
- An interest in exploring the relationship between human beings and the environment

### **Our school develops pupils' cultural development by:**

- 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
- Encouraging visitors into school from the local community
- Encouraging visits within and external to the curriculum in order to explore local and national culture and heritage

### **Monitoring**

SMSC is embedded in all curriculum areas. Therefore, all subject leaders are responsible for ensuring that SMSC is visible and evident in their subject area.

The SMSC Lead will ensure that annually an SMSC audit is completed and analysed to ensure all elements are covered and to identify areas to further develop

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. It is also evident through the work of the School Council

#### **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 in many ways through close home/school liaison e.g through newsletters, twitter, attendance at phase assemblies and performances during which pupils' school and extra-curricular achievements are celebrated. Parents are also invited to a variety of parent workshops to in order to develop their understanding of how to support their child at home

#### **Review of Policy**

This policy will be reviewed in March 2020