

Social, Moral, Spiritual and Cultural Policy (SMSC Policy) 2017/18



Cambridge Primary Education Trust (CPET) recognises that the personal development of pupils' spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Pupils' spiritual, moral, social and cultural learning enables children to develop the knowledge, skills, understanding, qualities and attitudes needed to foster an understanding of their own inner lives and non-material wellbeing; to make responsible moral decisions and act on them; contribute actively to the democratic process in each of their communities and to understand, appreciate and value all cultures.

We aim to:

- provide a broad and balanced curriculum which will nurture pupil's development and enrich their personal understanding of social, moral, spiritual and cultural diversity within all aspects of life;
- ensure an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- create a consistently clear moral code as a basis for excellent behaviour;
- encourage pupils to recognise and respect social differences and similarities;
- develop our children into citizens who take responsibility for their own actions.

The Four Aspects of SMSC

Spiritual Development

Spiritual development involves the growth of a sense of self-awareness as well as the recognition of personal and unique potential. As curiosity about themselves and their place in the world increases, pupils should think about and answer for themselves some of life's fundamental questions whilst developing the knowledge, skills, qualities and attitudes needed to foster a belief and understanding of non-material wellbeing.

Pupils will learn about how to:

- consider beliefs, religious or otherwise, to inform their perspective on life and nurture an interest in and respect for different people's feelings and values;
- gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use imagination and creativity in their learning;
- recognise the significance of reflecting on experiences;
- understand why both emotions and empathy are important;
- recognise the importance of accommodating differences and respecting the integrity of individuals.

Moral Development

Moral development involves pupils acquiring an understanding of the difference between right and wrong, whilst showing concern for others and the will to do what is right. Pupils will be encouraged to reflect on the consequences of their actions and learn how to forgive themselves and others.

Pupils should develop the knowledge, skills and understanding, qualities and attitudes needed to make responsible moral decisions and act on them.

Pupils will learn how to:

- recognise the difference between right and wrong;
- deal with and understand the consequences of their own and others actions;
- offer a reasoned view about moral and ethical issues.

Social Development

Social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities whether local, national or global. Pupils should gain an ability to relate to others and to work with others for the common good, displaying a sense of belonging and an increasing willingness to participate in decision making. Pupils will be encouraged to make an active contribution to the democratic process in each of their communities.

Pupils will learn how to:

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

Cultural Development

Cultural development involves pupils appreciating cultural traditions and responding to a variety of aesthetic experiences. Pupils will acquire a respect for their own culture and that of others whilst developing an interest in different ways of doing things and a curiosity about differences.

Pupils will learn how to:

- understand and appreciate the wide range of cultural influences that have shaped their own heritage
- develop a willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- develop an interest in exploring, understanding and respecting cultural diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Teaching and learning of SMSC at CPET

Through the ongoing teaching at learning, we will:

- value pupils' questions and give them space for their own thoughts, ideas and concerns;
- enable pupils to make connections between aspects of their learning;
- encourage pupils to relate their learning to a wider frame of reference – for example asking 'why?', 'how?' and 'where?' as well as 'what?';
- encourage participation, creativity, reflection and independence;
- provide positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;

- ensure assessment and feedback that values pupils' work and/or effort;
- provide activities that develop teamwork, leadership skills and self-reliance.

Through each area of the curriculum, pupils will learn how to:

- explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives;
- recognise and respect social differences and similarities;
- reflect and learn from reflection;
- think about human feelings and emotions;
- to take measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria;
- consider the importance of personal rights and responsibilities, truth, justice, equality of opportunity and right and wrong;
- identify key values and principles on which school and community life is based;
- extend pupils' knowledge and use of cultural imagery and language.

Appendix 1 outlines examples of learning opportunities for each of the four areas of SMSC.

Equal Opportunities

Our whole school philosophy totally encompasses equality of access and opportunity. Curriculum planning, teaching and learning takes into account pupil's age, aptitude, gender, ethnicity and special educational needs. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued.

Monitoring

This policy will be reviewed annually and updated as appropriate. As schools join CPET, modifications maybe needed.

April 2017

SMSC Policy links to the PSHE Policy.

APPENDIX 1

Spiritual

- To sustain self-esteem:
 - climate of praise e.g. personal targets, reward stickers, headteacher awards, recognition in class and assembly, displays in class & school;
 - showing work to class, whole school in assembly, visit to head teacher;
 - staff who praise and educate rather than tell off and condemn;
 - staff who listen to and respond to pupils' ideas and concerns.

- Developing capacity for critical and independent thought:
 - School Council;
 - pupils who volunteer to run school clubs.

- Foster pupils' emotional life and allow pupils to express feelings:
 - circle time;
 - class & school rewards;
 - assemblies.

- Experience moments of stillness & reflection:
 - prayer in assembly; contemplation in RE lessons.

- Discuss their beliefs, feelings, values and responses to personal experiences:
 - circle time, School Council and class discussion;
 - beliefs and values in curriculum, e.g. self-expression in art;
 - beliefs and values from other religions and recognition of the similarities and core beliefs, e.g. Ten Commandments, Eight fold path etc;
 - class stories.

- Form and maintain worthwhile and satisfying relationships:
 - working individually, in pairs, teams etc;
 - staff are positive role models;
 - staff are consistent and fair when dealing with others.

- Reflect on, consider and celebrate the wonders and mysteries of life:
 - awe and wonder activities in curriculum and RE, class/circle time;
 - time to reflect upon, appreciate and begin to understand terms such as beauty, truth, love, good, bad, paradoxes, ambiguities and mysteries.

Moral

- Recognise the unique value of each individual:
 - congratulate individuals, as appropriate, for specific successes;
 - class praise in lessons, praise for achievement as well as attainment;

- Listen and respond appropriately to the views of others:
 - during circle time and in all lessons;
 - show a willingness to express their thoughts and feelings;
 - staff provide opportunities in lessons for pupils to take part;
 - pupils appreciate that active learning includes listening as well as talking;
 - teaching recognises the moral dimension to curriculum subjects, e.g. in PE through rules, Science through genetics and History through slavery etc.

- Pupils gain the confidence to cope with setbacks and learn from mistakes:
 - in all activities, pupils are 'expected' to try and to have a go, secure in the knowledge that they can learn from 'failure';
 - that when pupils misbehave they are given the opportunity to apologise and try again.

- Take initiative and act responsibly with consideration for others:
 - School Council system;
 - choosing new equipment.

- Pupils can distinguish from right and wrong:
 - clear moral / positive behaviour code;
 - Positive Behaviour policy where pupils think about what they did, why and what they will do next time;
 - pupils to think actions through, recognise that their actions are chosen and there are consequences which are both positive and negative;
 - 'golden rules'/playground rules;
 - class rules.

- Pupils show respect for the environment:
 - recycling;
 - gardening club;

- Pupils can make informed and independent judgements:
 - School Councils;
 - bringing suggestions to the headteacher and the governors.

Social

- Pupils develop an understanding of their individual and group identity:
 - methods of working in class: individually, in pairs, groups, class, across year groups, across key stages, mixed or single ability, mixed or single gender
 - team events, e.g. sports day, assemblies to develop whole school identity
 - school and class rules
 - racial, religious, gender or social equality in lessons and around school
 - School Council elections
 - year groups working together on special days
 - Christmas and school plays
 - 'golden rules', playground rules
 - social skills in groups when required

- Pupils learn about service in the school and wider community:
 - preparation for assembly;
 - class/school monitors;
 - council and committee work;
 - gardening club;
 - cleaning up classrooms and around school, volunteering to help other class teachers prepare for lessons;
 - young leaders at playtime;
 - writing for the local parish magazine

- Pupils begin to understand the imperative for social justice and concern for the disadvantaged:
 - charity fundraising;
 - disaster appeals;
 - school council meetings.

Cultural:

- Pupils recognise the value and richness of cultural diversity/similarity in Britain, and how these factors influence individuals and society:
 - understand and celebrate own culture/British values, religious festivals, cultural festivals, non-Christian religious traditions, e.g. Chinese New Year ;
 - understand different cultures in time and place;
 - develop an atmosphere of understanding, acceptance and respect;
 - music in assembly: religious, personal choice, staff and pupil choice;
 - parents / visitors in to celebrate different cultures and festivals;
 - R.E. scheme;
 - learning in subjects such as Music, Art, P.E.;
 - an appreciation that there are similarities between cultures/religions and not just differences;
 - make links to different people locally, nationally and internationally;
 - book collections from different cultures and faiths.
- Pupils develop an understanding of their social and cultural environment through:
 - school ethos
 - taking part in PTA / school events: supporting the school
 - encouraging parental support out of and in school
 - school concerts, music concerts, Christmas celebrations
 - school events e.g. Red Nose Day, Children in Need etc.
- Pupils develop an understanding and awareness of local, national, European, commonwealth and world- wide communities through:
 - books in school libraries;
 - History scheme of work;
 - icons from different cultures, ethnic and religious communities within the UK, e.g. Mary Seacole;
 - establishing links with other schools.