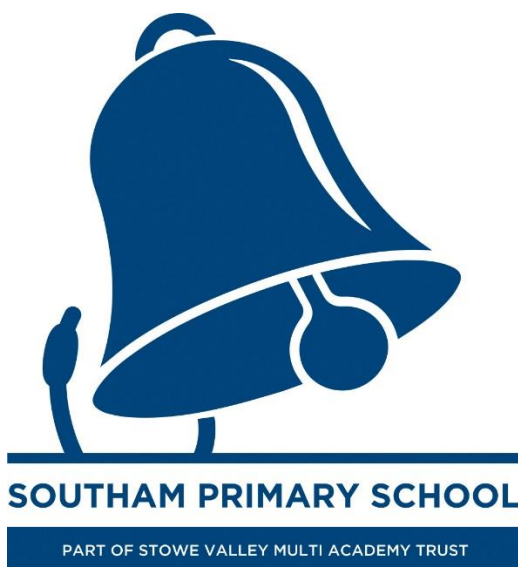


Southam Primary School



Spiritual, Moral, Social & Cultural Development Policy (SMSC) Policy

Chair of Governors signature

Headteacher's signature

Ratified: Summer term 2021

Review: Autumn Term 2024

Persons responsible for overseeing the implementation: Headteacher and Deputy
Headteacher



Stowe Valley

MULTI ACADEMY TRUST

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Southam Primary School
Spiritual, Moral, Social & Cultural Development Policy (SMSC)

As a local community school Southam Primary School aims to be inclusive, and welcomes all children from the neighbourhood, whatever their family faith. The development of children's spiritual, moral, social, and cultural awareness and understanding plays a crucial role in the development of the whole child. Our Spiritual Moral and Social Culture (SMSC) policy is combined with our British Values policy

This is underpinned through their core values of community, compassion, truth, trust, friendship and endurance.

SMSC development is met through:

- Collective worship
- Celebrating a range of religious festivals
- School Values
- RE curriculum (following Warwickshire's syllabus)
- PSHE curriculum (following the Jigsaw syllabus)

Spiritual Development

Intent

'For a human being, especially a child or young person, to have a full quality of life, spirituality in all its aspects must be nurtured and affirmed' (John Bradford).

What is spirituality?

Spirituality concerns a person's relationship with themselves, with others, with nature and with the environment. It is also vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing, and so that they can effectively support and help our children and each other.

The four elements - what these consist of:

Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

Others

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; duty

Transcendence (Beyond)

- Ability to formulate and discuss the 'Big Questions' (eg about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

Beauty

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

Implementation

1. Time for reflection in both collective worship and the wider curriculum e.g. music.
2. Provide many opportunities for creativity and using the imagination
3. Valuing play opportunities
4. Singing and listening to music (both live and recorded)
5. Regular opportunities for children to explore, express and share feelings and building positive relationships through our PSHE curriculum, additional emotional and wellbeing focus lessons/ days and Forest School.
6. Encourage children to show kindness, caring and compassion, and to express these in practical ways. (eg: how we treat each other every day; charitable works; looking after pets)
7. Explore the 'Big Questions' through our collective worship and discrete RE programme
8. Visits and visitors support all our work

Moral Development

Intent:

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, and apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Implementation:

Our moral approach is centred on teaching our school values of: pride, respect and individuality. As well as the British values of democracy, law, liberty, respect and tolerance.

.Specific areas of development include the following:

- All classes follow a clear, school-wide system of rewards and sanctions. Behaviour is very good: there are very few exclusions or use of higher sanctions.
- All classes set their own rules within the context of the overall school values.
- Children contribute strongly to school life through the School Council, voluntary jobs, playground buddy systems, sports teams and enterprise schemes.
- Y6 children help younger children at lunchtimes.

- Children are regularly involved in fundraising activities to demonstrate their commitment to helping others. This includes numerous events during the year, including: Harvest; Poppy Appeal; Christmas Shoeboxes; Red Nose Day; Children in Need; Sport Relief
- Opportunities are explored through the curriculum for investigating moral and ethical issues – eg deforestation/different religious beliefs/why there are poor in the world.
- Opportunities within the curriculum to explore concepts of law and democracy (eg in the Topics 'Ancient Greece' and Romans as well as voting for roles and responsibilities within school).

Social Development

Intent:

Children use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. They cooperate well with others and being able to resolve conflicts effectively. They develop skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Implementation:

Our curriculum skills grids reflect opportunities in all foundation subjects for embedding our British values and social development. It is implicit in almost everything we do. Specific aspects include:

- Regular discussion activities, partner work and group work
- Regular mixing of seating arrangements in class
- Opportunities to work with children from other classes and across the school
- Regular opportunities to share aspects of children's home life and background
- Children are taught how to work well with each other, how to resolve conflict, and how to work together to create a harmonious school environment.

Cultural Development

Intent

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

We are passionate about providing children with a rich and varied curriculum that provides many opportunities for developing cultural expression and understanding. We provide many varied opportunities for children to engage in music, dance, drama, art and sport. Other aspects include:

- Regular visits and school trips including visits to theatres; museums; places of worship, library, swimming pool and sporting facilities.

- Regular visitors to the school, including people representing different faiths, disabilities, the community and other aspects of society.
- Regular opportunities to perform for the school, parents and within the wider community.
- Music in the school which focuses on different aspects of music including music from different cultures as well as a variety of musical genres
- Opportunities to learn a whole range of musical instruments, as well as participate in a choir.
- Resources and displays in and around the school that reflect a multi-ethnic society, and the contribution of many different ethnic groupings to modern Britain.
- Promotion of cultural development, through the celebration of festivals such as Diwali and Chinese New Year.
- A wide range of resources used in literacy and other curriculum subjects to reflect our multi-ethnic society.
- A huge range of sporting opportunities within and beyond the curriculum, with a large number of clubs available to pupils from Y1 to Y6

Impact, monitoring and evaluation

Subject leaders are responsible for monitoring the development of SMSC through their ongoing monitoring. There are specific aspects which are a part of the RE curriculum, or part of the Collective Worship cycle. There is a PSHE coordinator who is responsible for this aspect. Key Stage Leaders have particular responsibility for monitoring/developing aspects of social and moral development.

The Headteacher and Deputy Head share the overall responsibility for ensuring that all of these aspects are high profile and both explicit and implicit in all we do.

Review

These guidelines will be reviewed at three-yearly intervals.

Date written- April 2021

Next review: April 2024