

Southam Primary School



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

Chair of Governors signature

N. Lester

Headteacher's signature

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Person responsible for overseeing the implementation: 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 the core values of community, compassion, truth, trust, friendship, and resilience. 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)

Additional focus sessions e.g. Anti-Bullying week, Mental Health visits.

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 the adults in school see the need to develop their own spirituality for their 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

Self-care and self-esteem

Others

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; responsibility and community
- 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, art.
2. Provide opportunities for creativity and using the imagination.
3. Valuing play.
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, emotional and wellbeing focus sessions, Forest School.
6. Encourage children to show kindness, care 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: respect, responsibility and readiness. We also incorporate 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. Our system emphasises the positive behaviour and incorporates a restorative approach in consequences.
- 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 within the curriculum for investigating moral and ethical issues – eg deforestation/different religious beliefs/why there are poor in the world and an appreciation of differing points of view.
- 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 are 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, including partner work and group work
- Regular mixing of seating arrangements in class to ensure all children socialise.
- Opportunities to collaborate with children from other classes and across the school and across the MAT.
- 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 and how to apply these skills to situations in the wider world.
- Children are taught emotional regulation and how to recognise and manage difficult feelings through PSHE and discrete lessons. Children with SEND are offered additional nurture sessions to enable them to access these lessons and additional resources may also be sent home for parents to offer additional support.

Cultural Development

Intent

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of other people.
- 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.

Implementation:

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 language learning, music, dance, drama, art and sport.

Other aspects include:

- Regular visits and school trips including visits to theatres, museums, places of worship, the library, the swimming pool and other 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 both musically and theatrically.
- Music in the school which reflects different cultures and genres – listening and responding to this music and performing different music.
- 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 multiethnic society.
- A range of sporting opportunities within and beyond the curriculum, with several clubs available to pupils from Y1 to Y6 and workshops provided by external experts.

Impact, monitoring and evaluation

Subject leaders are responsible for monitoring the development of SMSC through their ongoing monitoring. There are specific aspects which are monitored by the RE leader, others by the PSHE/ Mental Health lead and all cultural aspects are monitored by Foundation Subject leaders.

Key Stage Leaders have responsibility for monitoring/developing aspects of social and moral development. The Headteacher and Deputy Head share the overall responsibility for ensuring that all 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 2024

Next review: April 2027