



Spiritual, Moral, Social and Cultural (SMSC) Policy

AUTUMN 2014

Aims

At Pinewood, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor are valued as individuals in their own right.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities

Definitions

Spiritual Development

Pupils' spiritual development is shown by their;

- ❖ beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- ❖ sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- ❖ use of imagination and creativity in their learning
- ❖ willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their;

- ❖ ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- ❖ understanding of the consequences of their actions
- ❖ interest in investigating and offering reasoned views about moral and ethical issues

Social Development

Pupils' social development is shown by their;

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

Cultural

Pupils' cultural development is shown by their;

- ❖ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- ❖ willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- ❖ interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

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
- ❖ Awe and wonder
- ❖ Connection and belonging
- ❖ Heightened self-awareness
- ❖ Collective worship
- ❖ Deep feelings of what is felt to be ultimately important
- ❖ A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos 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, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future etc.

Moral Development

At Pinewood we believe that a morally aware pupil will develop a wide range of skills. These can include the following;

- ❖ To be able to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures
- ❖ To develop an ability to think through the consequences of their own and others' actions
- ❖ To have an ability to make responsible and reasoned judgements
- ❖ They will ensure a commitment to personal values
- ❖ Have respect for others' needs, interests and feelings as well as their own
- ❖ To 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, religious and other forms of 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 in which pupils can express their views and practice moral decision making
- ❖ Rewarding expression 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 images, posters, classroom displays etc and monitoring in simple ways the success of what is provided

Teachers always 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 will 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 debate sessions.

Social Development

At Pinewood Infant School 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 society
- ❖ show respect for people, living things, property and the environment
- ❖ exercise responsibility
- ❖ understand how societies function and are organised in structures such as a family, a school etc
- ❖ 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 racial religious and other forms of equality
- ❖ 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 world of work and the wider community
- ❖ monitoring in simple, pragmatic ways the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

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

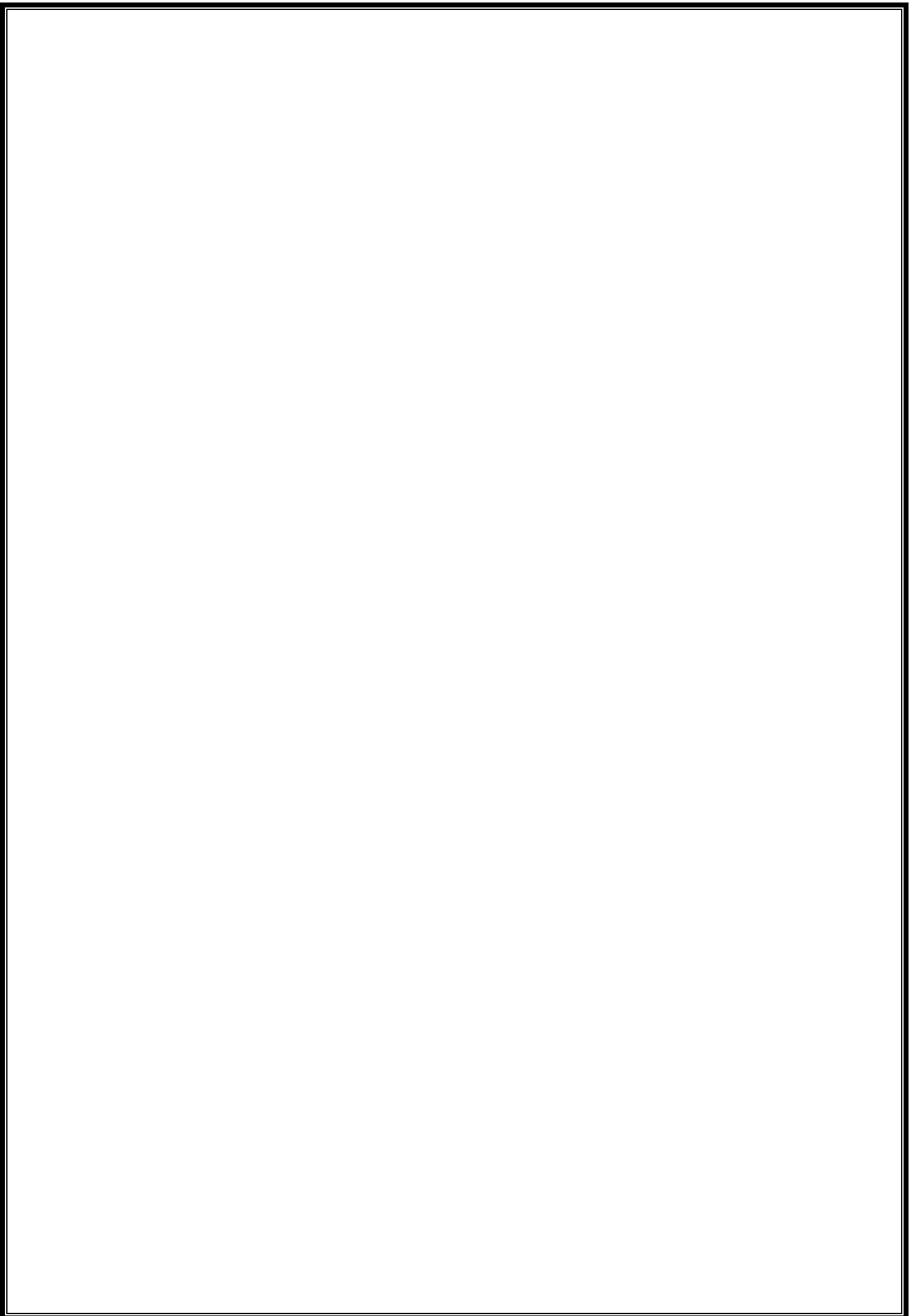
Our school develops pupils' cultural development by;

- ❖ extending pupils' knowledge and use of cultural imagery and language
- ❖ 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

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 conversation to students establishing procedures, events and contributing to the overall ethos of the school

Next Review: Autumn 2015



Pinewood Infant School

Key stage 1 Social, Moral, Spiritual, Cultural

Our school ethos underpins our SMSC practice to enable our children to grow and flourish.

Spiritual Development

- ❖ New Curriculum is planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners
- ❖ Topics allows children to learn about the world around them
- ❖ Reflective questions/thoughts e.g. What if, why and how
- ❖ Celebrations/faiths and cultures. Christmas, Divali etc
- ❖ Promotion of and respect of own cultures and beliefs and non-beliefs
- ❖ Remembrance day
- ❖ Faith stories with key messages and concepts
- ❖ Areas to promote talking and thinking
- ❖ RE scheme asks questions about life and beliefs
- ❖ Opportunities provided for reflection about learning

Moral Development

- ❖ Consistent adherence to Behaviour Policy and rewards and sanctions consistent throughout school
- ❖ Discussions and debates around matters in the world
- ❖ Circle time
- ❖ Practitioners leading by example
- ❖ School policies (equal opportunities, Inclusion, SEND, Racial)
- ❖ Moral stories- recognition of wrong and right
- ❖ Acceptance and Celebration of similarities and differences e.g. SEN, cultures, faiths personalities with an inclusive ethos displayed with in school
- ❖ Tolerance and acceptance of others' views

Social Development

- ❖ PSHE curriculum-personal identities, relationships, diversity and healthy living
- ❖ Skills for speaking and listening, drama activities embedded
- ❖ Co-operative work, talk partners, peer work, marking partners
- ❖ Relationships with each other and parents
- ❖ Involvement in class room routines- opportunities to exercise leadership and responsibility
- ❖ Groupings- independent, group work, opportunities to share expertise and key skills
- ❖ Transition- time with new teacher to promote positive attachments. Yr 2 day with the junior school and specific transition work
- ❖ Opportunity to develop leadership and team work skills
- ❖ Children are given strategies to deal with conflict effectively

Cultural Development

- ❖ Sharing experiences- or own and others cultures. Visits to places of worship for predominant religions in our community
- ❖ Promoting acceptance and sensitivity to other cultures and beliefs- celebration assemblies and celebrations RE topics
- ❖ Awareness of Royal Family
- ❖ Awareness of leadership- in home, school and the wider context e.g. country
- ❖ Celebration of important events- Olympics, royal wedding, elections
- ❖ Awareness of global issues that impact on children's lives e.g. floods, earthquakes
- ❖ Charity events in school- Children in Need/Comic Relief
- ❖ Curriculum offers drama, literature and the arts to enrich children's cultural experiences

Spiritual Development

- ❖ Respecting other peoples beliefs: celebrating children's differences. 'All about me' topic
- ❖ To show an interest in different people's faiths: Celebrating Chinese New Year, Diwali, Christmas etc...
- ❖ A sense of enjoyment and fascination in learning is promoted by all practitioners
- ❖ A rich environment is provided to encourage the use of imagination and creativity in pupils

Social Development

- ❖ Willingness to participate and cooperate
- ❖ Being able to resolve conflict: children are taught the skills and strategies needed
- ❖ Children are encouraged to be independent: given roles in class: collecting the register, light monitor, giving snack out etc...
- ❖ Skills for speaking and listening are embedded
- ❖ Respecting those with different faiths: sharing own experiences and those of other cultures through topics and responding to children's ongoing experiences

EYFS Pinewood SMSC 2015/2016

In the EYFS, our everyday practice actively promotes the fundamental British values and spiritual, moral, social and cultural development

Moral Development

- ❖ Children are respectful of everyone: shared class rules, adults modelling respectful behaviour
- ❖ Understanding the consequences to their actions: class rules: children understand the need for rules and have an active role in deciding them. These rules are displayed and referred to
- ❖ Circle times promotes moral development
- ❖ Understanding and respecting people's differing viewpoints and being respectful of them

Cultural Development

- ❖ Understanding and appreciating other cultures: Ghana topic, celebrating Chinese New Year, Diwali, Christmas
- ❖ Promoting acceptance and sensitivity to other cultures through discussion: 'Around the World': Where are our families/relatives from?
- ❖ Charity events: Red Nose Day, Children In Need: raising children's awareness of global issues
- ❖ Topics are broad and cover a range of cultural experiences