



## Midgley School SMSC Policy

### Rationale

Our aim at Midgley School is to provide an environment where children and adults can develop socially, morally, spiritually and culturally to enable them to be well rounded and to have empathy with others. To do this they need to be in an environment in which different points of view are listened to and where everyone is confident to express their feelings and beliefs.

### Spiritual

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

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

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.

### Broad Guidelines

Midgley School will provide:

- A curriculum that is rich and varied, allowing pupils time for reflection and discussion.
- A broad range of experiences promoting SMSC development, including extra curricula activities and opportunities to expand cultural awareness. These include links with other schools that give the children opportunity to experience diversity (Woodbank and Salterhebble).
- A positive ethos with good relationships and cooperation in the classroom and around school, with pupil leadership encouraged. These include developing a pupil voice within school (school council).
- A learning community where teaching allows and promotes children's engagement in lessons and the development of social skills and interaction.
- Affirming diversity, developing understanding and celebration of different cultures within and beyond the school.

### Conclusion

We believe that we need to equip our children to live and work in a diverse community where they can appreciate culture and live cohesively with people who may differ from them in many ways. They need to have a strong identity of their own self but also demonstrate understanding and empathy with other people.

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