

Holme St Cuthbert Primary School

SMSC Policy

Statement of Purpose:

We strive to provide a curriculum based on the school ethos of its four elements: Resilience, Innovation, Partnerships, and Excellence. We promote opportunities for development in these areas evident throughout the school day and year. We believe that the development of these values can rarely be measured. Sometimes they are easy to identify and plan for but often opportunities happen spontaneously in the context of stimulating discussions or lessons. Staff will take the opportunity to seize the moment and take time to reflect on the learning that is taking place.

The 4 main areas of development can be defined as:

SPIRITUAL DEVELOPMENT: relates to an awareness of mystery through which reflection pupils acquire insights into their own personal being and their place in the world.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour as to what is right and what is wrong.

SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition and the competencies and qualities needed to play a full part in society.

CULTURAL DEVELOPMENT: refers to a pupils developing understanding of beliefs, values and customs in social, ethnic and national groups different to their own.

SPIRITUAL DEVELOPMENT:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives (RE; Assembly; PSHE; History)
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful (RE; PSHE; Assembly; Literacy; Dance; Music; Art; Drama; KidSafe; Pastoral Support Work)
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected (4 elements; School Council)
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment (Use of church cemetery & nature reserve; science explorations in the grounds and local area; visits to the wider Cumbria area; opportunities for gardening in allotment area; visits to local parks; Early Years Forest School project; celebration of religious festivals)
- Accommodating difference and respecting the integrity of individuals (4 elements, PSHE, philosophy)

MORAL DEVELOPMENT

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school (Behaviour Policy; reward system, 4 elements, assemblies, PSHE)
- Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, SEND policies)

- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum e.g. truth, justice, equality of opportunity, right and wrong (4 elements, PSHE; RE; History; Literacy; Assembly; Drama; School Council)
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (School Council; Drama; Safeguarding policy & practice)
- Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; 4 elements; stickers)
- Modelling through the quality of relationships and interactions the principles we wish to promote e.g. fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts. (Whole school charity events; Celebration Assemblies; Assembly themes)
- Recognising and respecting the codes and morals of different cultural groups represented in the school and the wider community. (Celebration of religious festivals in RE and newsletters)
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes)
- Providing models of moral standards through the curriculum (Literacy; History; RE; PSHE; Assembly; Drama)

SOCIAL DEVELOPMENT

- Fostering a sense of community with common, inclusive values (Assembly; Home-School Agreement; Friends events including Christmas & Summer fairs; involvement with community arts projects; partnership with local church; curriculum open days)
- Promoting racial, religious and other forms of equality (Racial & Equal Opportunities policies)
- Encouraging children to work co-operatively (4 elements: teamwork; KS2 lunchtime helpers team in KS1 playground; Y6 buddies with YR; School council; mixed year group curriculum events)
- Encouraging children to recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues (RE; literature; PSHE)
- Providing positive corporate experiences e.g. special curriculum events, productions, assembly, school council
- Help pupils develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect
- Help children relieve tensions between their own aspirations and those of the wider group (Teachers/Pastoral Support Worker)
- Provide opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues)
- Providing children with opportunities to exercise leadership and responsibility (Council leaders, Class monitors; play leaders; Pupil voice; Pupil librarians)
- Making members of the wider community welcome in our school and keeping them informed of developments (Website; newsletter; notice board; community board; involvement in community events)

CULTURAL DEVELOPMENT

- Providing children with opportunities to explore their own cultural assumptions and values

- Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals and drawing on diverse parent cultural backgrounds)
- Recognising and nurturing particular gifts and talents (Gifted and talented; sports events)
- Developing partnerships with outer agencies and individuals to extend pupils cultural awareness(e.g. sport; dance groups)
- Reinforcing the school's cultural values through displays and photographs (Celebration Assemblies)
- Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds(school website, Blogging)

Signed **K Sargent** (SMSC Subject Leader)

Signed **L Carini** (Head Teacher)

Date: September 2017

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