

Cottesbrooke Infant & Nursery School

Spiritual, Moral, Social and Cultural (SMSC) Policy

Written April 2012

Why teach SMSC?

SMSC is the *“The Golden Thread”* that should run through all areas of the curriculum.

At Cottesbrooke Infant & Nursery School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in the ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures.

Our school curriculum aims to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for opportunities, responsibilities and expectations in life.

Moral values, principles and spirituality are explored throughout the curriculum and especially in R.E. and collective worship in whole school and class assemblies. The integrity and spirituality of all faiths is respected and explored. It is expected that all staff at Cottesbrooke Infant & Nursery School model and promote acceptable behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Pupils are encouraged to differentiate between right and wrong and reflect on how their actions affect others. They are encouraged to value themselves and others. Pupils are also encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward expected behaviour and celebrate work and achievements.

At Cottesbrooke Infant & Nursery School all curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in planning and learning resources.

Spiritual development: Pupils’ spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being.

Moral development: Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They become able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. The pupils' develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Social development: Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate.

Cultural development: Pupils' cultural development involves pupils acquiring an understanding of cultural traditions. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. The pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

AIMS

- ❖ To ensure that everyone is aware of our school values and values that apply to our society as a whole.
- ❖ To ensure a consistent approach to SMSC issues.
- ❖ To ensure that a pupil's education is within a meaningful context and appropriate to their age, aptitude and background.
- ❖ To ensure that pupils know what is expected of them.
- ❖ To give each pupil a range of opportunities.
- ❖ To enable each pupil to develop an understanding of their own identity.
- ❖ To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- ❖ To give each pupil an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

LEARNING AND TEACHING

Links with English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values through poetry, fiction, drama, and role play.
- Developing pupils' awareness of moral and social issues in fiction
- Helping pupils to engage in emotional literacy through differing genres.

Links with Mathematics

- Reflecting on shape, space and measure and comparing with objects of nature

- Discussing variation and ordering events' similarities and difference on a Carroll diagram
- Identify repeated patterns in nature

Links with Science

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.

Links with RE

- Learn about beliefs, values and the concept of spirituality.
- Reflect on the religious beliefs in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Have an appreciation and understanding of different cultures, religions and traditions

Links with other Foundation Subjects

- ICT - Making clear the guidelines about the safe use of the internet,
- History - Enabling pupils to reflect on issues of the past,
- Geography - Reflect on what different places mean the them and why,
- ART - Learning about art from a variety of cultures, through looking, reading, discussion, and making connections with their own work ,
- Music - Music from different cultures,
- PE - Various performances and assemblies.

Links with the wider community

- Visitors are welcomed into our school.
- Visits to local places of worship.
- We offer courses and contribute to decisions made by and for the community.
- Children are taught to appreciate and take responsibility for the environment.
- We liaise with local schools and support groups.

Resources

Resources for the delivery of the SMSC curriculum are stored both centrally in the Resources cupboard and in year group areas. We have sufficient resources in our school to be able to teach SMSC.

Cottesbrooke Infant & Nursery School uses a variety of materials to facilitate the teaching of SMSC these include:

Fiction/non fiction books
Picture cards
Photographs
Paintings
Library books

These materials will be continually updated as new and relevant items become available. The SMSC co-ordinator will order new resources after consultation with the staff.

Equal Opportunities

It is the responsibility of each class teacher to ensure that children of both sexes and all cultural backgrounds have equal experiences and encouragement. All children are entitled to a broad and balanced programme of activities. It is recognised that these opportunities will need to be carefully planned in SMSC with staff showing consideration at all times for the cultural background, gender, special needs or home circumstances of each child.

Children with Special Educational Needs

At Cottesbrooke Infants we do not make the assumption that a child with special educational needs in another curriculum area will necessarily have particular difficulties for spiritual, moral social and cultural development. As with any other pupil it is the teacher's task to help a child with special needs to experience success and the same degree of satisfaction as the rest of the class. The teacher will need to consider:

- differentiating to meet individual needs
- offering additional help and experiences
- taking account of IEPs for children on the Special Needs Code of Practice

Homework

There is no specific homework set for SMSC. However children are encouraged to bring in artefacts and share experiences relevant to their values, attitudes and feelings at appropriate times.