


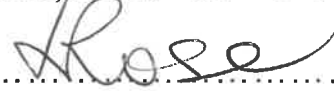
Prospect Hill Infant and Nursery School



Spiritual, Moral, Social and Cultural (SMSC) Policy

Agreed By Governors: Autumn Term 2018

Review Date: Autumn Term 2019

Signed:  p.p. Chair of Governors *V. Hamon*
Signed:  Head Teacher

Prospect Hill Infant and Nursery School

Spiritual, Moral, Social and Cultural (SMSC) Policy

At Prospect Hill infant and Nursery School, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Spiritual Development

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Moral Development

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Social Development

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Cultural

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example-

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. The R.E. scheme of work contains units on celebrations, festivals and worship from different religions.

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 is developing a climate and 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 Prospect Hill Infant and Nursery School, 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.
- ❖ 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, PSHE, SEAL, R Time and Silver SEAL groups.

Social Development

At Prospect Hill Infant and Nursery School and 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.

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
- ❖ there is an agreed reward system in plac

Cultural Development

Children should be made aware of the diversity of other cultures both in 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 e.g. harvest, Divali, Christmas, Easter, Eid, Chinese New Year
- ❖ topics and R.E. have units on other cultures and religions
- ❖ 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
- ❖ English includes units on stories from other cultures

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 pupils establishing procedures, events and contributing to the overall ethos of the school. We have a strong School Council who meet weekly to give our pupils a voice.

Where you can find SMSC in Prospect Hill Infant and Nursery School?

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council)
- Special days (fundraising, cultural experiences and immersion days)

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in both Foundation and Key Stage 1 offer broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people (the local care home).

Tolerance of different faiths and beliefs:

We are part of a school where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we encourage sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Prospect Hill Infant and Nursery are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

R Palmer September 2018