



Spiritual, Moral, Social and Cultural Policy Whole School and EYFS

INTRODUCTION

At Parsons Green Prep School we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. SMSC skills are to be integrated into each daily lesson and explicitly explored. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs and spiritual awareness
- their own high standards of personal behaviour and a positive, caring attitude towards other people
- an understanding of their social and cultural traditions and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- an appreciation of the diversity and richness of their cultures.

SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

Christian values, principles and spirituality will be explored in the curriculum through the teaching of RE. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources.

School assemblies play a key part in promoting SMSC throughout the school.



AIMS OF SMSC

To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To enable pupils to develop their self-knowledge, self-esteem and self-confidence and encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the area in which Parsons Green Prep is situated and to society more widely.

To enable children to distinguish right from wrong and to respect the civil and criminal law of England.

To ensure that children know what is expected of them and why and ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

To enable children to develop an understanding of their individual and group identity and encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

To enable children to begin to develop an understanding of their social and cultural environment and an appreciation and respect for the many cultures that now enrich our society.

To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

SCHOOL ASSEMBLIES

A weekly assembly of children will be offered, either as a whole school or in phases. Assemblies will:

- be broadly Christian in nature in terms of values and in the context of our society
- promote the school's culture, values and behavioural expectations
- explore important moral and social themes
- promote care for the planet



- provide important notices and information
- celebrate children's successes and achievements both in and out of school
share the school curriculum with parents/carers
- share and celebrate world culture, religions and festivals,
promote racial harmony and respect for all
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Assemblies may be led by

- the headteacher
- senior teachers and classes of children
- identified groups of children
- invited visitors, (e.g. local figures, charity workers, local emergency services representatives, business enterprise or parents promoting careers etc.)

Elements of these assemblies will promote spirituality and include:

- Quiet reflective times.

Parent Assemblies will be offered where children and their families can share information, successes and celebrations together.

TEACHING AND LEARNING

Spiritual Development – as a school we aim to provide learning opportunities that will enable children to:

- sustain their self-esteem in their learning experience,
develop their capacity for critical and independent thought,
foster their emotional life and express their feelings,
experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences,
form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching and listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative
- act responsibly with consideration for others, distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements.



Social Development – as a school we aim to promote opportunities that will enable children to:

- develop an understanding of their individual and group identity, learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development – as a school we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- recognise religions as world faiths and their global significance
- develop an understanding of their social and cultural environment.

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social and Health Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives through reflection.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children opportunities to:

- talk about personal experiences and feelings express and clarify their own ideas and beliefs speak about difficult events, e.g. bullying, death etc. share thoughts and feelings with other people explore relationships with friends/family/others consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others develop a sense of belonging
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally (e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc).

All curriculum areas provide opportunities to:

- listen and talk to each other
 - learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
 - agree and disagree experience good role models take turns and share equipment
 - work co-operatively and collaboratively.
- Practical activities to develop SMSC will include:
- working together in different groupings and situations encouraging the children to behave appropriately at meal times



- taking responsibility (e.g. School Ambassadors, lunch helpers, eco-committee members, delivering messages and looking after younger children)
- encouraging teamwork in classroom collaboration, PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and genres.
- meeting people from different cultures and countries participating in a variety of different educational visits participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures, (e.g. festival days, the patron saints and national celebrations; studying literature and art from different cultures supported by visits from writers and artists and participating in workshops).
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- participation in celebrations and dance from traditional British culture and other cultures
- opportunities to make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments.
- studying the contributions to society that certain famous people have made.

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Links with the local church are fostered to explore elements of the Christian faith in RE.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with secondary schools to support the primary effective transition takes place regularly.

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and PSHE teaching and learning by the appropriate curriculum leader
- regular discussions at staff meetings and audit of policies
- RE/PSHE development and, when relevant, inclusion in the collection of evidence of children's work/experience in pupil portfolios.



IMPLEMENTATION OF POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

APPENDIX A

DEFINITIONS

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, while at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

This policy will be reviewed every year		
Composed: May 2013	By: Martha McLachlan	
Reviewed: July 2014	By: Lin Goodier	
Reviewed: 1 August 2015	By: Lin Goodier	
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Reviewed: 26 September 2017	By: Tim Cannell	No Changes
Next review: 1 August 2018	By: Lin Goodier	