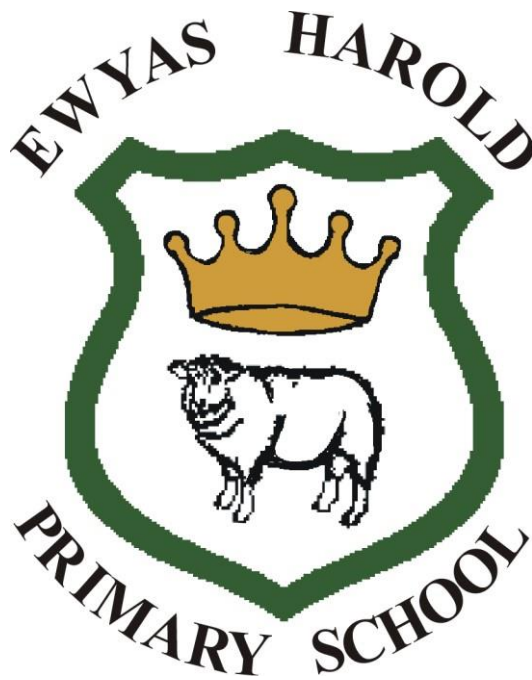


Ewyas Harold Primary School



SMSC policy

Reviewed by	R Foster
Ratified by	FGB
Ratification date	June 25
Review term	Tri-annual
Next review date	Spr 2028 or as required

Summary:

The school has a statutory duty (Section 8 of the Education Act 2002) to promote the spiritual, moral, social and cultural (SMSC) development of pupils. Ofsted has a duty to inspect and report on SMSC. This involves the strengths and weaknesses of the school's provision for the SMSC, through the curriculum and life of the school, and the example set by adults in the school.

At Ewyas Harold Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that endows pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness and high standards of personal behaviour. We encourage a caring attitude towards other people; an understanding of diverse cultural traditions and an appreciation of the diversity and richness of other cultures.

The Social, Moral, Spiritual and Cultural development of pupils is a whole school issue. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. They should also seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

We regard spiritual development as personal development relating to the spirit or soul and the intangible. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. Adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

Our school community is a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils learn to differentiate between right and wrong in as far as their actions affect other people and in relation to the country's laws. They will be encouraged to value themselves and others. Our Learning support workers play an invaluable part in this.

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

General Aims

1. To ensure that everyone connected with the school is aware of our values and principles.
2. To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
3. To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
4. To ensure that pupils know what is expected of them and why.
5. To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
6. To enable pupils to develop an understanding of their individual and group identity.
7. To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

8. To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religious; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose

As a school we aim to provide learning opportunities that will enable pupils to:

1. Sustain their self-esteem in their learning experience.
2. Develop their capacity for critical and independent thought.
3. Foster their emotional life and express their feelings.
4. Experience moments of stillness and reflection.
5. Discuss their beliefs, feelings, values and responses to personal experiences.
6. Form and maintain worthwhile and satisfying relationships.
7. Reflect on, consider and celebrate the wonders and mysteries of life.
8. Recognise and reflect on religious approaches to Spiritual Development.

Moral development

Moral development is about building a framework of moral values for pupils, which regulates their personal behaviour. It is the development of pupils' understanding of society's shared and agreed values; including an understanding that there are contentious issues where there is disagreement, and that society's values change. It is also about pupils gaining an understanding of the range of views and the reasons for the range; and developing an opinion about the different views

As a school we aim to provide learning opportunities that will enable pupils to:

1. Recognise the unique value of each individual.
2. Listen and respond appropriately to the views of others.
3. Gain the confidence to cope with setbacks and learn from mistakes.
4. Take initiative and act responsibly with consideration for others.
5. Distinguish between right and wrong.
6. Show respect for the environment.
7. Make informed and independent judgments.
8. Develop values, principles and beliefs, which may or may not be religious, which informs their perspective on life and their patterns of behaviour.

Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a multi-racial, multi-cultural society. It also involves the development of the inter-personal skills needed for successful relationships. As a school we aim to promote opportunities that will enable pupils to:

1. Develop an understanding of their individual and group identity.
2. Learn about service in the school and wider community.
3. Begin to understand the benefit for social justice and a concern for the disadvantaged.

Cultural Development

Cultural development is about pupils understanding their own culture, other cultures in their town and region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Young people need to understand that cultures are always changing and be able to cope with this. As a school we aim to promote opportunities that will enable pupils to:

1. Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
2. Recognise world faiths.
3. Develop an understanding of their social and cultural environment.
4. Develop an understanding of Britain's local, national, European, and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Many of the objectives of the curriculum will be developed in Religious education; in lessons and as part of school assemblies and celebrations. Religious and Cultural objectives are also embedded into the History, Geography and Modern Foreign Languages curriculum, while SMSC also forms an important part of PSHE, RSE and the virtual life of pupils via Information and Communication Technology.

Class discussions and circle time will give pupils opportunities to:

1. Talk about personal experiences and feelings.
2. Express and clarify their own ideas and beliefs.

3. Speak about difficult events, eg bullying, death etc.
4. Share thoughts and feelings with other people.
5. Explore relationships with friends/family/others.
6. Consider others' needs and behaviour.
7. Show empathy.
8. Develop self-esteem and a respect for others.
9. Develop a sense of belonging.
10. Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

1. Listen and talk to each other.
2. Learn an awareness of treating all as equals.
3. Agree and disagree.
4. Take turns and share equipment.
5. Work cooperatively and collaboratively.

Links with the wider community

Visitors are welcomed into school and the development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils are encouraged to appreciate their local environment and to develop a sense of responsibility to it, through teaching, practical activities, clubs and local and regional trips.

Monitoring and Evaluation

Monitoring of lesson plans and teaching and learning by co-coordinator / Headteacher / governor.

1. Regular discussion at staff and governors' meetings
2. Audit of policies and Schemes of Work.
3. Sharing of classroom work and practice.
4. Evidence of pupil's work.
5. Regular inclusion on SDP.

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

1. Curriculum Coordinators identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
2. Coordinators will monitor resource provision, identifying shortfalls.
3. Sharing of classroom work and practice
4. Collection of evidence of pupil's work in SMSC file.
5. Regular inclusion on School Development Plan
6. The Headteacher shall have oversight of this policy and monitor the provision of SMSC.