



Spiritual Moral Social and Cultural Policy (SMSC)

At Southglade Primary and Nursery 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 gives children opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Children understanding their emotions and how to manage them effectively and safely is also a priority of ours. We will provide our children with the strategies and tools to do this confidently; the overarching aim being to have a positive impact on their mental health and wellbeing.

Overview

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. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be 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 right and wrong, in as far as their actions affect other people. They will be encouraged to value themselves and others. All curriculum areas should seek to use illustrations and examples drawn from a wide a range of cultural contexts. This will be reflected in teacher's planning and resourcing decisions. We identify a range of diverse books across school and constantly update these to reflect the needs of pupils and those who attend Southglade.

Pupils should understand the need for rules and the need to abide by the school's Learning Values and Behaviour Policy 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. We work on a restorative behaviour approach, supporting pupils to understand and speak about their behaviour and feelings, then work together to help them reflect and move forward with their learning.

General Aims

- To ensure that everyone connected with the school is aware of our values, school ethos and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.

- 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.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To provide pupils with the strategies and tools they need to manage their negative emotions effectively and safely.
- To create a welcoming environment that gives pupils the confidence to speak out and seek help when struggling with managing their mental health and/or wellbeing.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils 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
- Use preferred strategies/tools to manage their emotions
- 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 pupils to:

- Recognise the unique value of everyone.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and 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 pupils to:

- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community
- Understand that they have rights and how to respect the rights of others

Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- Develop an understanding of their social and cultural environment

- Develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within school activities and off-site visits. These activities encourage pupils to have high future aspirations and to 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. Subject coordinators will ensure teaching opportunities within their subject support SMSC development and implementation.

At Southglade we deliver a differentiated PSHE Skills Ladder which links to Learning Values, a set of values which have been chosen to support children’s understanding linked to our whole school ethos. These ladders support with ensuring children access a varied curriculum which progresses with children’s understanding during their time at Southglade. Our school assemblies follow an assembly overview which has been designed to support the teaching and delivery of British Values and Protected Characteristics to prepare children for life in modern Britain but also to support with understanding the school ethos and key areas of Learning Values. We aim to promote SMSC using school display boards to develop an understanding of our Cultural Environment and our society.

Many curriculum areas provide opportunities for class discussions including PSHE sessions, which give pupils the opportunities to:

- Talk about personal experiences and feelings.
- Learn about and practice using the ‘emotions toolkit’.
- 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 others’ needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally.

Rights Respecting School Award (RRSA)

RRSA contributes to our students’ SMSC development through:

- Children knowing that they have rights and that these rights are universal.
- Enabling all children to be empowered in their own understanding and thought.
- Building children’s confidence in knowing that they have entitlement and how to express this.

Links with the Wider Community

- Visitors are welcomed and encouraged into school
- 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 pupils.
- The democratically voted in Student Ambassadors and other Ambassador roles meet regularly to discuss current school issues and possible links with the wider community.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis in the following ways:

- Evidence will be monitored and collated by the SMSC lead, PSHE lead and the RE Coordinator
- Regular discussion at staff and governors' meetings
- Audit of policies and schemes of work.
- Sharing of classroom work and practice.
- Audit of assemblies including how they are implemented
- Collation of evidence in pupil's work in school portfolio (sketchbooks) and personal development books.
- Regular inclusion on SDP/SIP.
- CPD opportunities and sharing in house skills across school.
- Links to wellbeing and how SMSC can support with pupil wellbeing across school
- Learning Mentor and Head teacher meetings focused on supporting identified pupils
- 10 Wellbeing Ambassadors from years five and six, meet regularly to discuss how to improve the mental health and wellbeing of pupils within the school.
- Pupil voice groups.