



POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (S.M.S.C.)



Developed May 2015

Shared with all staff and governors and agreed by Governors 18th June 2015

1. Introduction

1. 1.1 At Great Easton 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 provides pupils with 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 their cultures.
2. 1.2 The National curriculum has two aims:
 - The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.
3. 1.3 These two aims reinforce each other. 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.
 4. 1.4 Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.
 5. 1.5 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils 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.
 6. 1.6 Children should understand the need for rules and the need to abide by rules for the good of everyone. The expectations established throughout school and the rules of each class reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.
 7. 1.7 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

2. Aims of S.M.S.C.

1. 2.1 To ensure that everyone connected with the school is aware of our values and principles.
2. 2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
3. 2.3 To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
4. 2.4 To ensure that children know what is expected of them and why.
5. 2.5 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
6. 2.6 To enable children to develop an understanding of their individual and group identity.
7. 2.7 To enable children 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. 2.8 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

3. Learning and Teaching

1. 3.1 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.

2. 3.2 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 particularly that of Jesus.
 - 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

3. 3.3 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
 - Begin to understand the need for social justice and a concern for the disadvantaged.

4. 3.4 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 influence individuals and society.
 - Recognise Christianity as a world wide faith.
 - Develop an understanding of their social and cultural environment.

5. 3.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship 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.

6. 3.6 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

7. 3.7 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.

8. 3.8 Many 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
- Experiencing 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. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in 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 e.g. in music for reflection time at the start of collective worship.
- 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 global events.
- 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.
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba
- Studying the contributions to society that certain famous people have made

4. Links with the wider community

- Visitors are welcomed into our school
- Links with the local church are fostered. Canon Ivy and Reverend Cilla lead church assemblies fortnightly
- Visits to Chelmsford cathedral are arranged to support the understanding of a wider Christian community.

- The school supports the work of a variety of Christian, national and international charities.
- The development of strong home-school links 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 the Small Schools Consortium and the LDG help to support the primary curriculum. Effective transition, between pre-school and Reception, and Year 6 and feeder secondary schools is developed during the summer term.

5. Monitoring and Evaluation

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

- Monitoring of teaching and learning and work scrutiny by RE/PSHCE subject leaders/middle leaders /head teacher/governors.
- Regular discussions at staff and governors' meetings
- Audit of policies
- RE/PSHCE/ development and, when relevant, inclusion in the SIP.
- Sharing of classroom work and practice

6. Inclusion

The aims of our school, enabling each child to...."develop a love of learning and a love of life" reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

7. Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The SMSC leader is the Headteacher. The governor responsible for SMSC is [Theresa Henderson](#).

Related Policies

Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Single Equality Plan states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their One Page Profile and One Plan targets in all areas of the curriculum.

The Gifted and Talented Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

The E-Safety Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The headteacher and IT subject leader will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre and the PREVENT team, to staff and parents. Teachers will use CEOP's "ThinkUKnow" website with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles, as well as attend regular workshops on how to keep children safe while using technology.

Whole School Safeguarding and Child protection Policy

1. PURPOSE

The purpose of Great Easton's C of E V.A. Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development

- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour Policy

At Great Easton we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self- esteem , well-being and happiness and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community.

Anti-bullying Policy

Great Easton C of E V.A. Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.

This policy was written in May 2015 and shared with all staff. It was agreed by Governors on June 18th 2015.

This policy will be reviewed in June 2017.