

Rakegate Primary School



SMSC Policy

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Statement of intent

At Rakegate Primary, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils.

The school curriculum provides opportunities for all pupils to learn and to achieve. It also promotes pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

Social Development relates to a range of social skills such as; participating in the local community; appreciating diverse viewpoints; participating, volunteering and cooperating; resolving conflict; engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Moral Development is the ability to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Spiritual Development relates to the exploration of beliefs and experiences; respect for differing faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; the use of imagination and creativity;

Cultural development relates to an appreciation of cultural influences; the role of Britain's parliamentary system; participation in cultural opportunities; understanding, accepting, respecting and celebrating diversity.

Signed by: _____

Headteacher: _____

Date: _____

Chair of Governors: _____

Date: _____

1. Aims and Objectives

1.1 At Rakegate Primary School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

1.2 The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. We closely link SMSC with our PSHE scheme of work and with the RE syllabus.

2 Social Development

2.1 Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member. They will also engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance

2.2 At Rakegate Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, other schools)
- Examples of such opportunities include Pupil Voice, pupil participation in a range of groups eg school council, digital ambassadors, buddy systems,

3 Moral Development

3.1 Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong, respect for the law and thinking about moral and ethical issues.

3.2 The classroom environment and curriculum promote moral development through:

- Behaviour and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures).
- Examples of such opportunities include anti-bullying and E-safety lessons, charity appeals through the year, WOW certificates and Hot Chocolate Friday to celebrate achievements each week.

4 Spiritual Development

4.1 Spiritual development includes the exploration of an individual's beliefs and experiences and their resulting behaviours. Respect and understanding for differing faiths and beliefs is encouraged and an enjoyment of learning more about themselves and others. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

4.2 Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)
- Examples of such opportunities include visits to and from faith groups, assemblies, celebrations of various festival and special times throughout the year, time to reflect upon learning and experiences.

5 Cultural Development

5.1 Definition

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity. Pupils are encouraged to participate in cultural opportunities and accept, respect and celebrate diversity.

5.2 Children are introduced to a regional and global perspective in life through:

- Stories from different cultures
- First hand experiences through local visits and visits to the school by theatre groups and artists
- Visitors from the local community
- Being part of local and national fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.
- Examples of such opportunities include opportunities to take part in a variety of after school clubs, opportunities to learn a musical instrument, visits from dance, theatre and music groups through the year, visits to the theatre, museums, art galleries, Year 6 trip to London.

6.Roles and Responsibilities

6.1 Rakegate Primary School understands the importance of promoting SMSC through a comprehensive and inclusive curriculum.

6.2 The Headteacher will ensure that all teachers and staff are aware of the need to promote SMSC through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

6.3 In planning lessons, teachers and support staff are aware of the need to plan opportunities to develop, encourage and promote a wide variety of social, moral, spiritual and cultural values. Such opportunities will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

6.4 Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy

7 Review

7.1 This policy will be kept under regular review by the Headteacher and amended as appropriate to reflect any changes in guidance.