



Inspiring lives; Creating possibilities; Shaping futures

SMSC Policy

2016

Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect. At Sitwell Junior School, we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school vision.

Mission Statement

Our school motto is 'Inspiring lives; Creating possibilities; Shaping futures'. We aim to provide an education that encourages, inspires and motivates our children to be the best that they can be, in order to enhance and maximise their life choices. We believe that for our pupils to achieve the highest possible standards not only in their work but in their attitudes to life and their future as good citizens, it is necessary for them to be taught social skills and positive attitudes. We feel that effective SMSC development is central to this.

Definitions

We use the Ofsted 2016 definitions to help us define SMSC (Spiritual, Moral, Social and cultural) development:

Spiritual

- The beliefs, religious or otherwise, which inform children's perspective on life and their interest in, and respect of, different people's feelings and values
- Their sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- The ability to use their imagination and creativity in their learning and willingness to reflect on their experiences

Moral

- An ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues

Social

- The use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socioeconomic backgrounds
- A willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively
- An acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- The ability to develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain

Cultural

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

- An understanding and appreciation of the range of different cultures within school and further afield as they prepare for life in modern Britain
- A willingness to participate in, and respond positively to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- An interest in exploring, improving understanding of and showing a respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

At Sitwell Junior School we share, support and strive to achieve the Ofsted 2016 pupil aims for SMSC and we ensure our curriculum contributes to SMSC.

Our Curriculum

The Contribution of English

English contributes to our children's SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping children to understand how language changes over time, the influence on spoken and written language and social attitudes to the use of language;
- Using lesson activities such as discussion and conscience alley to explore dilemmas and moral stories.

The Contribution of Mathematics

Mathematics contributes to our SMSC development through:

- Spiritual development: through helping children obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns;
- Moral development: helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth;
- Social development: through helping children work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately;
- Cultural development: through helping children appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our children's SMSC development through:

- Encouraging children to reflect on the wonder of the natural world;
- Awareness of the ways that Science and Technology can affect society and the environment;
- Considering moral dilemmas that can result in scientific developments;
- Showing respect for differing opinions, on creation for example;
- Demonstrating co-operation in practical activity;
- Raising awareness that scientific developments are the product of many.

The Contribution of Computing

Computing and ICT contributes to our children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world
- Making clear the guidelines about the ethical use of the internet and how we keep ourselves and other safe. For example, discussing the moral and social implications of cyber-bullying;
- Acknowledging advances in technology and the appreciation for human achievement.

The Contribution of PSHCE

PSHCE contributes to our children's SMSC development through:

- Listening to others;
- Holding debates and discussions leading to written work;
- Linking drama and role play to choices;
- Drawing pictures of feelings and emotions;
- Considering moral, environmental and citizenship issues when examining our role in caring for the environment. For example, efficient ways of feeding the world, intensive farming, the pollution of the planet

The Contribution of History

History contributes to our children's SMSC development through:

- Looking at the creation and evolution of British society;
- Enabling children to reflect on issues such as war, conquest, invasion, slavery etc;
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our children's SMSC development through:

- Giving opportunities for reflection on the creation of earth and its' origins future and diversity;
- Reflecting on the fair distribution of the earth's resources and issues surrounding climate change;
- Studying people and physical geography so that children can reflect on the social and cultural characteristics of society.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our children's SMSC development through:

- Gaining insights into the way of life, cultural traditions and oral and social developments of other people;
- Developing social skills through group activities and communication exercises;
- Improving listening skills through oral/ work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC through:

- Learning about beliefs, values and the concept of spirituality;
- Reflecting on the significance of religious teaching in their own lives;
- Developing respect for the right of others to hold beliefs different from their own;
- Showing an understanding of the influence of religion on society;
- Fostering an appreciation and understanding of different cultures, religions and traditions;
- Allowing time for personal reflection and prayer.

The Contribution of Art

Art contributes to our children's SMSC development through:

- Developing children' aesthetic appreciation;
- Evoking feelings of 'awe' and 'wonder';

- Giving children the chance to reflect on nature, their environment and surroundings;
- Studying artists with a spiritual or religious theme, raising issues by artists which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to children's SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives;
- Becoming more awareness of the moral dilemmas created by technological advances;
- Examining how different cultures have contributed to technology;
- Giving children opportunities to work as a team, recognising others strengths and sharing equipment.

The Contribution of Music

Music contributes to our children's SMSC development through:

- Teaching that encourages children to be open to the music of other cultures;
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances);
- Leading children to appreciate aesthetic order, beauty and on occasion ambiguity, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers;
- Listening to music together and celebrating. For example, whole school assembly and celebration assemblies on Mondays, Wednesdays and Fridays;

The Contribution of Physical Education

Children's SMSC development is actively promoted through PE through:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures;
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum through:

- Developing and encouraging student leadership. For example, School Council, Breakfast Club etc;
- Leading assemblies which have a Spiritual, Moral, Social or Cultural theme;
- Offering an extensive Extra-Curricular Programme;
- Taking part in charity work, for example, MacMillan Cancer Care, Children in Need, Sport Relief etc;
- Linking with other school within our Trust and in our school community;
- Delivering school productions, for example, our Christmas plays, Y6 Summer Performances, music concerts etc
- Inviting visitors in to school from the local church and mosque. All visitors in to school are vetted first and it is ensured that they speak to the children in line with this Policy and other key Policies;
- Making links with local places of worship.

Promoting British Values

At Sitwell Junior School, we understand that British Values contribute to SMSC and we aim 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. Below are some examples of how we promote each of these values in school.

Democracy

Through the School Council, children are involved in:

- The whole election process, nominations, manifesto and the election itself – each class votes for a

- boy and a girl so we ensure equal representation;
- The recruitment of new staff;
- The life of the school by organising the tuck shop and carrying out and analysing surveys to improve the provision for children.
- Our Y6 children attend Crucial Crew during the Autumn Term and take part in a range of “real life” activities. For example observing a court hearing and meeting with representatives from the various emergency services;
- Children are involved in a wide range of fund raising activities including Cancer research, Children in Need, Red Nose day and national charity days;
- Fund raising can often be initiated by the children sometimes for school and sometimes for other charities.

Rules of Law

- There is a whole school code of conduct devised and agreed by the children;
- Class rules are agreed by individual classes and are linked to our Sitwell Seven Values;
- Parents are asked to sign The Home School Agreement;
- During the school year, there are assemblies about school rules, which are linked to our Sitwell Seven Values – Respect, Responsibility, Resourcefulness, Resilience, Relationships, Risk Taking and Reflection.

Individual Liberty

Children are involved in:

- Making choices within their learning and involvement in setting their own tasks/challenges;
- Making choices about their behaviour/attitude to learning;
- Taking risks and having a go and not being afraid of finding things difficult;
- Individual identity of children especially in the area of homophobia;
- Challenging stereotypes and encouraging the respect for different identities;
- Asking questions and challenging the views of others.

Respect and Tolerance

- Children are actively encouraged to work in paired and group work;
- Residential visits are an excellent example of developing the ability to respect and tolerate others which impacts on the classroom environment;
- We teach about a number of other faiths as a part of our RE curriculum and visitors from different faiths have been invited to talk to the children, share their customs and beliefs, cook with the children and teach traditional dances. In many cases the children have then shared this with their parents;
- As a school we celebrate and commemorate special events including the Royal Wedding, the Golden and Diamond Jubilee, the Olympic Games, Remembrance etc.

The policy will be reviewed September 2017