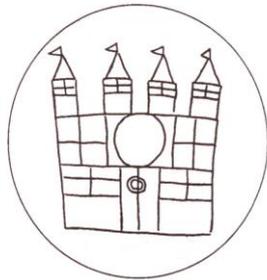


The Bridge Partnership



**"Bringing out the
best
in everyone"**



**"Everyone matters;
everyone is
important"**

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

Adopted by the Governing Body- Spring 2017

Responsibility for review - Curriculum

To be reviewed- Spring 2018

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

AIM:

**"Everyone matters; everyone is important."
"Bringing out the best in everyone."**

Our aim is for children to thrive in a supportive, highly cohesive learning community. The thoughtful and wide-ranging promotion of children`s spiritual, moral and social development (SMSC) is integral to this intention and links directly to the ethos and values of our schools and our culture of learning.

Our desire is for children to know that their opinions and ideas are valued in all aspects of school life. This is fundamental to the principle of Restorative Practice, a model that builds and maintains a "relationship culture" in which the restorative principles of active engagement, respectful dialogue and social responsibility are evident in daily school life.

This policy should also be considered in conjunction with other key school policies such as the Single Equality Policy, RE, Collective Worship, Behaviour, PSHE and British Values.

What is SMSC?

SMSC is about how children make sense of the world and other people; how they interact with other people; and the sort of person they are and are becoming.

SMSC is as much about **how** children are taught as to **what** they are taught.

It is not something that happens in isolation, but is inextricably linked to and interwoven with everything the school does with respect to the overall ethos and values of the school community.

SMSC helps children develop personal qualities which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect. It is taught across the curriculum and throughout school life.

We wish to empower children to be able to:

- Be responsible for themselves
- Be confident, with a high self-esteem
- Be able to distinguish between right and wrong
- Be able to articulate their own attitudes and values
- Be able to understand and be sensitive to the beliefs, values and ways of life of others
- Be caring, considerate and compassionate
- Be skilled in working collaboratively
- Reflect on their learning and plan for future development
- Be able to talk about and reflect on their well-being and learning zones.

SPIRITUAL DEVELOPMENT

Children`s **spiritual development** is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise that inform their perspective on life.
- Interest and respect for differing people`s faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Ability to identify how they can raise either their own, or someone else's, well-being and therefore have a positive effect on their learning zones.

We aim to encourage spiritual development through:

The ethos and school climate, where the principles of Restorative Practice are part of every day school life and a culture of learning is evident.

A broad and balanced, creative curriculum that provides a wide range of opportunities that encourage children to work together and use their imagination/creativity in their learning. This also includes special activities, memorable days, javelin days, visitors and school trips and visits.

Planned activities that require children to reflect and empathise with others, as well as give them the confidence to share their opinion and develop their own viewpoint.

Religious Education syllabus.

Rounded programme of assemblies, collective worship.

Kaleidoscope programme: to develop children self-awareness, confidence, self-esteem (links with PSHE).

Restorative Practice: Building Communities: class "check in"/"check out"

Circle Time

Extra-curricular activities

MORAL DEVELOPMENT

Children`s **moral development** is shown by their:

- Ability to recognise the difference between right and wrong and readily apply this to their own lives (this ultimately links to respect for civil and criminal law and other fundamental values)
- Understanding of the consequences of their actions
- Interest in investigating and offering reasoned views about, moral and ethical issues.
- Understanding and appreciating the viewpoints of others.

We aim to encourage moral development through:

The ethos and school climate, where the principles of Restorative Practice are part of every day school life and a culture of learning is evident.

A whole school approach to the Golden Rules: be honest; be kind and helpful; look after property; work hard; be gentle (See Behaviour Policy)

A broad and balanced, creative curriculum that provides a wide range of opportunities that encourage children to work together and understand/ appreciate other`s viewpoints.

Planned activities that require children to reflect and empathise with others, as well as give them the confidence to share their opinion and develop their own viewpoint.

A rounded programme of assemblies.

Circle Time

Restorative Practice: conflict resolution through restorative dialogue.

SOCIAL DEVELOPMENT

Children`s **social development** is shown by their:

- Use of a range of social skills in different contexts, to share views and opinions, work together and be an active group/team member.
- Socialisation with children from different backgrounds
- Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with fundamental values (democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs).

We aim to encourage Social Development through:

The ethos and school climate, where the principles of Restorative Practice are part of every day school life and a culture of learning is evident.

A whole school approach to the Golden Rules: be honest; be kind and helpful; look after property; work hard. (See Behaviour Policy)

A broad and balanced, creative curriculum that provides a wide range of opportunities to promote social skills.

Planned activities that require children to reflect and empathise with others, as well as give them the confidence to share their opinion and develop their own viewpoint.

Quality First teaching Strategies that encourage social development, e.g talking partners.

Circle Time

Kaleidoscope programme: to develop children self- awareness, confidence, self-esteem (links with PSHE).

Restorative Practice: conflict resolution through restorative dialogue.

Play and Lunchtimes that encourage social skills

Extra-curricular activities

Friends of Ashbrook / Holmwood events

Bridge Partnership events

Links with other local schools

Community events

CULTURAL DEVELOPMENT

Children`s **cultural development** is shown by their:

- Understanding and appreciation of the range of different cultures within school and around the world
- Willingness to participate in artistic, sporting and cultural activities.
- Understanding of and respect for different faiths and cultural diversity in local, national and global communities.

We aim to encourage cultural development through:

The ethos and school climate, where the principles of Restorative Practice are part of every day school life and a culture of learning is evident.

A broad and balanced, creative curriculum that provides a wide range of opportunities for children to work together and understand/appreciate other's viewpoints.

Opportunities for pupils to participate in a variety of multicultural events and activities.

Developing partnerships with outside agencies and individuals to extend children's cultural awareness.

Assemblies; visitors to school; calendar of events

Charity/fund-raising events

Evidence of SMSC

Examples of SMSC can be found in childrens' topic books, in class 'Enrichment books' as well as displays around the schools. The SMSC subject co-ordinator monitors examples of SMSC and speaks to children each term about activities which have been happening in school.

MONITORING and EVALUATION

The planning and co-ordination of SMSC is the responsibility of the SMSC Subject co-ordinator in partnership with the Headteacher, Senior Leadership Team and other subject co-ordinators. The Governor responsible for SMSC also visits the school and monitors provision in order to inform the Governing Body.

It is the responsibility of the SMSC subject co-ordinator to support colleagues by keeping them informed of current developments in SMSC and to provide a strategic lead and direction.

Provision for staff development and training is made as required and links with the School Development Plan; CPD priorities.

The quality of teaching and learning in SMSC is monitored and evaluated by the Headteacher/Senior Leadership Team/ SMSC subject co-ordinator as part of the school's agreed Monitoring Process e.g lesson observations, learning walks, pop ins.

This policy is fundamental to the success of Ashbrook School and Holmwood School and will be actively shared with all stakeholders.