

Prudhoe West First School



Spiritual, Moral, Social and Cultural Development Policy 2014/15

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Rationale

"Outstanding schools will implement a 'thoughtful and wide ranging promotion of pupils' spiritual, moral, social and cultural development which enables them to thrive in a supportive, highly cohesive learning community.'" (Ofsted)

Spiritual, Moral, Social and Cultural development is the term used to describe the development of the 'whole pupil'. At Prudhoe West we understand the importance of promoting students' spiritual, moral, social and cultural development to create a positive learning community where students are highly engaged, tolerant, reflective, creative and self-confident.

Prudhoe West aims to provide outstanding SMSC development. All curriculum subjects provide a range of opportunities to promote students' SMSC development. The integration of SMSC into all curriculum areas ensures a growing understanding and respect for feelings, values and beliefs as well as a growing appreciation of the principles of rights and responsibilities in a variety of contexts. We also aim to support students in other areas of school life, including enrichment activities and out of school activities.

1. Spiritual

Definition (*Ofsted*)

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Prudhoe West will support Spiritual Development through:

- Discussion and reflection upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth.
- Providing opportunities for awe and wonder.
- Considering how religions and other world views perceive the value of human beings and their relationships with one another.
- Valuing relationships and developing a sense of belonging and developing their own views and ideas on religious and spiritual issues.
- Sustaining self-knowledge, self-esteem and self-confidence in learning experiences.
- Developing capacity for critical and independent thought.
- Fostering emotional life and express feelings.
- Discussing beliefs, feelings, values and responses to personal experiences.
- Encouraging children to form and maintain worthwhile and satisfying relationships.
- Reflective Practice before and after visits.
- Team-building activities.
- Pupils being encouraged to regard people of all faiths, races and cultures with respect and tolerance.

2. Moral

Definition (*Ofsted*)

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Prudhoe West will support Moral Development through:

- Modelling and promoting expected behaviour, treating all people as valuable individuals and knowing the difference between 'right' and 'wrong'. Challenging opinions or behaviour in school that are contrary to fundamental British values.
- Recognising the unique value of each individual.
- Teaching children to listen and respond appropriately to the views of others.
- Enabling the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- A respect for the environment.
- Children making informed and independent judgements.
- Encouraging the children to take action for justice. Showing respect to all children and adults in school.
- Training of anti-bullying ambassadors and buddies to identify and combat discrimination.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building self-esteem.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children to understand the consequences of their actions.
- Pupils should be aware of the difference between the law of the land and religious law.

3. Social

Definition (*Ofsted*)

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Prudhoe West will support Social Development through:

- Teaching skills and values that will determine their future lives as responsible citizens.
- Developing security and confidence in learning.
- Providing support in facing difficulties
- Instilling a willingness to co-operate with other pupils by balancing individual and collective needs.
- Encouraging a readiness to celebrate their own and others' achievements either in class or during assemblies.
- An appreciation of the benefits that can result from supporting the School.
- A sense of how their lives and that of the School relate to the wider community it serves.
- Participation in community service and charitable activities.
 - Developing an understanding of their individual and group identity.
 - Helping others in the school and wider community.
 - Developing manners and good relationships.

- Children experiencing social situations outside of the school environment (e.g. choir trip to elderly people's home and other off-site cross-curricular visits).

4. Cultural

Definition (*Ofsted*)

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Prudhoe West will support Cultural Development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these.
- Visits out of school and visitors to the school.
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures.
- Valuing the richness of cultural diversity in Britain.
- Enabling children to develop as global citizens.
- Enabling children to develop their understanding of different cultures and have meaningful contact with children their age in different countries and communities.
- Providing opportunities for children to visit places in their local community in order to develop an understanding of their own culture.

Whole school approach/opportunities

General aim

We are currently working on a whole school approach to become more cohesive in our provision of SMSC, planning whole school creative weeks and a variety of learning opportunities to target SMSC development.

Opportunities for SMSC development permeate all aspects of the curriculum and school life. In seeking to create an environment where the promotion of the SMSC development of all pupils can flourish, it is important to build on experiences and provision for the whole school and to introduce new experiences and activities such as those outlined below.

We aim to develop pupil voice and participation in decision-making across the School, making pupils active citizens (in school, locally and globally). Pupils are widely consulted and actively engaged in whole-school developments. Pupils will gain an understanding of how citizens can influence decision-making through the democratic process. In addition, pupils will make a significant contribution as citizens in their local community and the wider world. The school will also provide opportunities to develop pupils' leadership skills through school council, anti-bullying ambassadors and other initiatives in school.

Climate for Learning (Ethos)

- The promotion of a happy friendly atmosphere where children and adults accept individual differences, respect each other and their surroundings and are encouraged to take an active part in the world around them through a planned and structured learning environment.
- The promotion of a welcoming and secure environment that values positive and thoughtful relationships; where children understand the standards of behaviour expected of them; where children are encouraged to take part in the wider life of the school and are rewarded for their efforts.
- The promotion of a sense of community where the worth of individual pupils is recognised; where there are clear expectations of behaviour through a shared code of conduct; where pupils are encouraged to take responsibility and also to learn how to be independent; where pupils are encouraged to work co-operatively with each other and with adults.

Broader Curriculum

- 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.
- Inviting in speakers, performers and other visitors from their own and wider communities.
- Participating in a charitable cause.
- Ensuring pupils talk about their feelings, for example, fairness and unfairness, right and wrong.
- Visits to places of interest.
- Participating in a community event.
- Rules and a code of behaviour which are explained to pupils and are supportive of them.
- Taking responsibilities around the school e.g. caring for younger children, organising charity events, class representatives, school forum.
- Taking part in extra-curricular activities, community, educational projects, promoting British values and visits.
- Taking part in school performances.
- Welcoming and taking part in hospitality for visitors including parents, sports teams.
- Working with writers, artists, musicians in residence.
- Discussing moral, social, environmental issues.
- Taking an active part in, for example, environmental projects such as “Waste Wise”, School Grounds.
- School displays.

Collective Worship

- Is inclusive.
- Celebrates special times in the religious calendar.
- Celebrates school life, values and achievement.
- Provides opportunities for pupils to reflect.
- Encourages children to be involved.
- Raises sensory awareness through a wide variety of stimulus.
- Encourages pupils to ask “why?”
- Encourages stillness and reflection.
- Celebrates achievement and success.
- Encourages participation e.g. drama, music.
- Recognises topical events of great importance.
- Explores religious spiritual, cultural, social, moral and environmental issues.
- Recognises important events in the national calendar e.g. Remembrance Day, Saints Days.

Teaching and Learning

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

Monitoring and evaluation

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

- SMSC coordinator to collect and file evidence of SMSC provision in school.
- Monitoring of teaching and learning and work scrutiny by SMSC co-ordinator / Senior Management / Head teacher/ Governors in termly learning walks.
- Termly Performance Appraisal lesson observations by Senior staff with an evaluation of SMSC.
- Regular discussions at staff and governors' meetings.
- Audit of provision and delivery of SMSC in teaching by regular planning scrutinies.