



Spiritual Moral Social and Cultural POLICY

As a Rights Respecting School, the core values of the UNICEF convention on the right the child underpin all that we do at Bridge farm Primary.

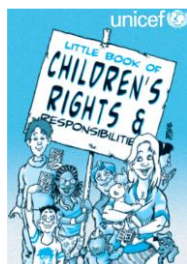


Policy Reviewed and agreed at the Curriculum and Standards Committee Meeting dated 29 January 2018

Policy Ratified by the Full Governing Body Meeting dated

Chair of Curriculum and Standards Committee:..... Date:

Next Review Date: See Policy Review Schedule



As a UNICEF RIGHTS RESPECTING SCHOOL, we firmly believe in the right of every child to think and believe in what they want and practice their own religion. Our curriculum will develop their sense of spirituality, celebrate cultural identity and further moral and social awareness in order to ensure our pupils become active members of a community in 21st century Britain;

ARTICLE 14

CHILDREN HAVE THE RIGHT TO THINK AND BELIEVE WHAT THEY WANT, AND TO PRACTISE THEIR RELIGION, AS LONG AS THEY ARE NOT STOPPING OTHER PEOPLE FROM ENJOYING THEIR RIGHTS. PARENTS SHOULD GUIDE THEIR CHILDREN ON THESE MATTERS.

Rationale;

At Bridge Farm Primary School 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 deliver an education that provides children 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 other cultures.

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Christian values, principles and spirituality will be explored in the curriculum, especially in RE and collective worship. 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.

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, especially through the Unicef RRS agenda. Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour.

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.



General aims;

We aim to ensure:

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That children have a good understanding of their responsibilities

Through the curriculum, classroom discussions and acts of collective worship, we will give the children opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings.
- Express and clarify their own thoughts, ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- 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.

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.

Spiritual Development

- Develop self-esteem through their learning.



- *Develop their capacity for critical and independent thought.*
- *Express their feelings and emotions.*
- *Experience moments of stillness and reflection*
- *Discuss their beliefs and responses to personal experiences.*
- *Form and maintain worthwhile and positive relationships.*
- *Reflect on, consider and celebrate the wonders and mysteries of life.*
- *Develop respect for themselves and others.*
- *To develop a sense of empathy.*

Moral Development

- *Recognise the unique value of each child.*
- *Listen and respond appropriately to the views of others.*
- *Encourage pupils to take responsibility for their actions (RRS Agenda)*
- *Distinguish between right and wrong.*
- *Show respect for the environment.*
- *Make informed and independent choices.*

Social Development

- *Develop an understanding of their individual and group identity.*
- *Helping others in the school and the wider community.*
- *Participate and make a positive contribution through activities relevant to the local and wider community.*
- *Opportunities for pupils to exercise leadership and responsibility.*
- *Recognise and respect social differences and similarities.*
- *Work cooperatively with others.*

Cultural Development

- *Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.*
- *Develop an understanding of Britains local, national and international dimensions.*
- *Celebrate and recognise your own cultural values.*
- *Ability to appreciate cultural diversity and respect other peoples values and beliefs.*



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. RRS Ambassadors, School Councillors, Reading Buddies, class monitors, helping hands
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries.
- Participation 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 national celebrations.
- 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.
- Participation in traditional English country dancing as well as dance from other cultures.
- 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.

Links with the wider community:

- Visitors are welcomed into our school.
- Links with the local church are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school will support the work of a variety of charities.
- The development of a strong home-school agreement 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 local secondary schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.
- Supporting the work of our link school in Kenya

Monitoring and Evaluation

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

- Monitoring of teaching and learning and work scrutiny by RE co-ordinator / senior management / head teacher/ governors.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study including the school's approach to collective worship.