

THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT OF PUPILS :
A POLICY AND SUMMARY OF PROVISION AT BOTTISHAM COMMUNITY PRIMARY
SCHOOL

Introduction

Our school promotes high standards in pupils' spiritual, moral, social and cultural development. Clear principles and values are laid out in our Vision Statement, which underpins all policies, schemes of work and daily practices.

We aim to promote relationships that are open and consistent and based on mutual respect. The code of practice followed by our school enhances personal qualities that include honesty, co-operation and understanding of others.

Our school provides high standards in pupils' social and cultural development through the curriculum and everyday life experiences. There are many opportunities for pupils to expand their interests and experiences as well as their social and cultural awareness. Our aim is for pupils to converse confidently with each other with mutual respect. Both the content of the curriculum and styles of teaching and learning encourage an increasingly mature and sophisticated response to personal experience and social issues. Links with the wider community are growing and contribute to pupils' social and cultural development.

Evidence of the ways in which we deliver our spiritual, moral, social and cultural guidance through the ethos of the school.

- In our Vision Statement.
- In our Golden Rules
- Through the whole curriculum
- Through our policy statements
- Through our positive behaviour policy
- By our extra curricular provision
- Through discussion with pupils, staff, governors, community
- Through assemblies
- Through pastoral provision
- Through delivery of lessons
- Through monitoring of playtimes

Promoting spiritual, moral, social and cultural development through the whole curriculum:
See attached table.

Spiritual development - promotion through other aspects of school life.

Extra curricular activities contribute to spiritual development in a number of ways:

In sporting activities, through pupils' awareness and celebration of their own bodies and their potential and the rewards of achieving more.

Choir, recorder, brass, strings and piano give pupils an opportunity for musical enrichment.

MFL classes promote cultural enrichment.

Collective worship makes a major contribution to pupils' spiritual development. Music is played as the pupils enter so that a calm, thoughtful atmosphere prevails. Weekly themes and daily interpretations of the theme are delivered. Pupils experience a range of content and approaches including prayer and reflection, singing hymns and songs, thinking and questioning, music and drama.

Moral Development – promotion through other aspects of school life.

The golden rules promote discussion about the need to be kind and helpful, to be tolerant and understanding, to show respect for the property of others and to be aware of how people's actions can affect others. They include the behaviour in the playground as well as the school and community at large.

Stories and discussions about moral issues occur regularly through collective worship.

Relationships are particularly important in helping to promote moral development. Staff make efforts to lead by example, for instance by always trying to be courteous to the children – apologising when they have made a mistake and explaining the reasons if they are displeased. When pupils misbehave it is made clear that teachers disapprove of their behaviour. There is a consensus that when staff relationships are good, this will spill over to the children. There are clear expectations that children will be polite and helpful to each other

and that they will show the same respect to parents and other helping staff that they show to teachers.

Moral development is also encouraged through extra curricular activities – for instance, in sport, pupils learn that they are expected to play by the rules and not to cheat; they develop a sense of fair play and learn to contribute to the team. This sense of contributing to the creation of a whole, which is greater than the sum of its parts, is also present in musical activities like the school choir.

Social development – promotion through other areas of school life.

Our positive behaviour policy and golden rules encourage pupils to take responsibility for their own behaviour, and to co-operate and help others. The school's strong emphasis on relationships shows how much the social development of education is valued and that good relationships are the glue which binds together all members of the school community. Giving pupils increasing amounts of responsibility such as organising the hall for assembly, answering the phone, helping younger pupils at lunchtime provide opportunities for social development. On day trips and residential trips they have to take a measure of responsibility for themselves and for their possessions, and to learn to behave appropriately in public places.

Cultural development – promotion through other aspects of school life.

Our vision statement and golden rules include an emphasis on respect for others, including the cultures of others where appropriate. Extra curricular activities such as languages and choir, provide opportunities for cultural enrichment. The music and stories used in collective worship are of a wide range and also contribute to pupils' cultural development. During the year, the children are visited by a number of groups from the wider community including theatre groups. Drama reflects a range of activities from many cultures and paintings/art work displayed around the school also promotes cultural interest.

Future provision

The following are aims for the future:

- Continue to increase the involvement of people from the wider community in the provision of collective worship and other events.
- Golden rules to be reinforced during the year.
- Imaginative development of the outside area.
- Encouragement of more traditional playground games such as skipping and hop scotch.

Revised 2015

Key Stage 1/ Foundation

<u>Area</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<u>English</u>	Language and poetry about people, nature and life forms.	Helping and caring stories.	Class, families, our community, the world.	Family stories, Authors, theatre visits, plays /drama.
<u>Maths</u>	Pattern, shape and number.	Sharing, fairness and helping.	Group work – helping and sharing	Diwali patterns, shapes of religious significance.
<u>Science</u>	The natural world, e.g weather, life cycles.	Caring and respecting living things and property.	Discussing and exchanging ideas.	Living in other climates.
<u>Geography</u>	Fascination for maps and life in other countries.	Recycling, care for the environment	Moving house/ school, our village, new friends	Churches/places of worship in other countries. Multicultural and faith aspects through R.E.
<u>History</u>	Fascination for life and events in the past.	Understanding the circumstances of others.	Understanding the effect of different people upon their environments.	Life in other times, differences, famous people and events.
<u>Music</u>	Listening, imagining, evaluating, pride in presentation.	Taking turns, co-operating, tolerating and helping.	Co-operating, applauding, singing together, singing games.	Music from other lands.
<u>Art</u>	Appreciation and wonder at nature as well as the ability to design and create.	Positive evaluation, constructive but sensitive evaluation.	Working in groups. Clearing up, care of equipment, celebrating own work.	Religious festivals, the history of art.
<u>Technology</u>	Pride in making things.	Care and use of equipment and tools.	Group creation, cooking and working in pairs and groups.	Cooking and making artefacts.
<u>Computing</u>	The wonder of technology	Care and use of equipment	Working together	Use of web sites to find information
<u>P.E.</u>	Physical well being and sense of personal achievement.	Respect for others' space. Following rules – being fair.	Taking turns, working in groups and pairs.	Sports days, looking at a range of sports across the world.
<u>R.E.</u>	Expressing our feelings about festivals and life events.	Considering feelings and needs of others. Sharing worlds, space and resources.	Other religions. Sharing and understanding.	Children from other cultures and their rights of passage.
<u>PHSE</u>	Personal safety and wonder at those who	Code of conduct, circle times, sorting	Concept of community, friends, the	Visitors, concerts, theatre, day

	dedicate their loves to help others.	out problems, saying no.	class, home, school and society.	and residential trips.
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KEY STAGE 2

<u>Area</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<u>English</u>	Language, poetry, drama, theatre.	Reading stories/acting, the way we behave, right/wrong.	Working together, plays, stories and poetry.	Stories from around the world.
<u>Maths</u>	Pattern and shape	Helping others	Group work/partners	Measure/counting around the world Values
<u>Science</u>	Composition of the universe. Celebration of the human body	Our responsibility to look after the world and each other	Collaborative group work	Place of science in different cultures
<u>Geography</u>	'Stand and stare' time	Environmental issues – how actions affect others and ourselves	Residential visits, outdoor activities	Comparing lives in different areas, pen friends, links around our country
<u>History</u>	Wonder of other times in history – Greece and Egypt	Effect of war, Victorians, treatment of children	Social organisation of other times, moral values	History in different cultures
<u>Music</u>	Appreciation of different music and own composition	Taking turns, composing together	Group work and sharing	Music from other cultures
<u>Art</u>	Appreciation of world Art, celebration of environment and imagery	Evaluation and appreciation	Working together, clearing up, care of equipment	Art around the world, different styles and influences
<u>Technology</u>	Delight in designing and making	Appropriate use of tools and equipment	Group creation, working together	Cultural differences in food and dress
<u>Computing</u>	The wonder of technology – use of cameras and scanners	Appropriate use of equipment, code of use	Collaborative work, using ICT at the right time.	Use of the internet – world wide access to information
<u>P.E.</u>	Physical sense of well being, achievement	Rules of games, fairness	Working in groups, praise and encouragement, teams	Sport and dance in different cultures
<u>R.E.</u>	Creation, stories	Early Christian Saints, respect for those who worship	Praising together	Respect for others religions and beliefs
<u>PHSE</u>	Personal Safety, feelings	Drugs, smoking, sex education	Friendships, coping with dilemmas.	Understanding and tolerance of all people.