



Spiritual, Moral, Social and Cultural (SMSC) Policy

"The Lord has done great things for us; we are glad" Psalm 126:3

Great Barton C of E Primary Academy

SMSC Policy

Author – Mrs Claire Ratley

Date – **October 2018**

Date Approved by Governors – November 2018

Review Frequency – annually



Reviewed By – CR and JG

Signature

Date- October 2021

Comments- *Minor changes to planning documents and curriculum links (updated).*

Reviewed By –

Signature

Date –

Comments

Reviewed By –

Signature

Date –

Comments

This policy covers:

1.1 Our vision

1.2 Aims and objectives

1.3 Spiritual Development

1.4 Moral Development

1.5 Social Development

1.6 Cultural Development

1.7 Monitoring and Review

1.1 Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. We ensure that British Values are embedded into all we do.

1.2 Aims and Objectives

At Great Barton C of E Primary Academy we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. We use the Roots and Fruits materials in our worship sessions and closely link SMSC with our schemes of work as appropriate. We have regular whole school focus days on SMSC throughout the year, which complement our wider provision.

1.3 Spiritual Development

Definition: Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviour. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

1.4 Moral Development

Definition: Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school collective worship that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show they are valued.
- Discussions on choices made by pupils and others and the resulting outcomes, character studies, studies of historical figures.

1.5 Social Development

Definition: Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Social skills are developed through:

- Modelling positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times

- Buddy system for transition (Reception and Year 6)
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community

1.6 Cultural Development

Definition: Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Children are introduced to a regional and global perspective in life through:

- Keeping up to date with National and International news.
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Links with local and international communities.

1.7 Monitoring and review

SMSC is monitored termly by the head teacher and RE coordinator and reviewed regularly with all staff.