

Spiritual, Moral, Social and Cultural (SMSC) Policy

Document Control Page


Revision History

Date	Type of change	Initials	Purpose of Revision
May 2022	Minor	JM	Date changed in footer, Paragraph re: cultural capital added
December 2024	Minor	JM	Date changed in footer

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Acting Headteacher signature:



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At Hatch Warren Infant 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 provide an education that provides pupils 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 different cultures.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

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 teacher's planning and purchasing decisions.

Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop their 'cultural capital'; an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and

develop a sense of social and moral responsibility.

- To develop a reflective approach to life (see in particular how the teaching of RE influences this).
- To ensure that our school community reflects "British Values" as set out in our British Values Statement
- To encounter the practices, customs, art, music and literature which underlie the activities of people with varied backgrounds.
- To enable children to become fair minded and empathetic to the needs and beliefs of others.
- To enable children to develop a curiosity about their own feelings and about people, objects, places and events around them.
- To explore and to value the similarities and differences, faiths and beliefs between themselves and others.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. The school will develop a climate and ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity etc.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

Teachers always generate with their classes a set of rules for the classroom based on the values held by the school, which are displayed in each classroom. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time and PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, carrots and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Help others in the school and wider community.

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by demonstrating appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment Exercise responsibility

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop their 'cultural capital' through a wide range of experiences.
- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Have an understanding of the major world faiths.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our Foundation subject planning.

Cultural Capital

Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. At HWIS, we aim to build our pupil aspirations and expose them to a range of experiences to help them achieve goals and become successful.

We recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits.

We recognise that there are six key areas of development that are interrelated and contribute to building a pupil's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Nothing can be more important for our children's education than ensuring they are supported to be the best they can be within our ever changing, diverse and eclectic society that ensures everyone has an equal opportunity to live, learn, and achieve.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Planning shows opportunities for SMSC to be developed across curriculum areas.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events as appropriate, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally - eg 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, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Opportunities for visitors and visits are planned to support curriculum activities.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support every pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

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

- Monitoring of lesson plans and teaching and learning, by the SLT and other curriculum leaders
- Regular discussion at staff and governors' meetings
- Audit of policies and planning.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on Excellence Plan

Implementation of the Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.