

Eppleton Academy Primary School



Spiritual, Moral, Social and Cultural (SMSC) Policy

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Mission Statement

At Eppleton Academy Primary School, we aim:

- To work in partnership with all members of the school community to provide the highest possible standard of education and achievement within a safe, secure, happy and stimulating environment.
- To develop confident, caring, enquiring individuals, who have respect for others,
- To impart a sense of responsibility as citizens and a willingness to contribute positively to society.

Through the provision of varied, relevant and challenging experiences, we will strive to help each child reach his or her potential in all areas of development - *intellectual, physical, emotional, aesthetic, spiritual, moral, social and personal* - and to develop in each a life-long love of learning and an ability to adapt to the needs of an ever-changing world.

Our SMSC Policy reflects the Mission Statement and the philosophy of the whole school and ensures the children's entitlement to a broad balanced and differentiated curriculum.

The purpose of the policy is to inform and provide a point of reference for the following:

- Teaching Staff/Support Staff
- Governors and Parents
- Members of the Inspectorate and L.A. Officers
- Other Agencies

SMSC Policy Statement

Rationale

SMSC can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of Eppleton Academy Primary School, valuing all students equally and as individuals. All stakeholders work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.

The school strives to build a community which encourages all of its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupil.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they adopt.

SMSC helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The importance of pupils' SCMC development has been given a higher recognition and profile. Schools are required by law to promote pupils' SMSC development and OfSTED is required to inspect it.

Aims of SMSC

We will ensure we enable pupils to develop skills and attitudes that will allow them to participate fully in, and positively contribute to, life in modern Britain.

The aims of SMSC at Eppleton Academy Primary School are concerned with bringing children into contact with activities fundamental to SMSC.

SMSC provision is vital for individual pupils, communities and society as a whole. It is the responsibility of all members of the school community, including staff, governors, pupils, parents, carers and external partners. All subjects at all phases have a specific role to play in pupils' SMSC development. Part Two of the Teachers' Standards refer directly to SMSC and Core British Values.

Objectives of SMSC

To enable pupils to develop

- self-knowledge
- self-esteem
- persistence and resilience
- responsibility
- empathy and respect
- friendship
- self-confidence and character
- moral reasoning
- tolerance
- democracy, principles of law and fairness
- understanding, appreciation and care of community
- understanding and appreciation of inclusivity, diversity and equality
- effective communication and co-operation with others

How to support SMSC

- meeting requirements for collective worship

- promoting a strong school ethos supported by effective relationships throughout the school
- providing relevant activities beyond the classroom
- ensuring pupils regard people of all faiths, races and cultures with respect and tolerance

The Role of the SMSC Subject Leader

The leader will aid and assist in the implementation of the SMSC policy by ensuring it is:

- managed and co-ordinated
- planned
- monitored
- evaluated

Policy Guidelines

Meaning of SMSC

- Spiritual development
- Moral Development
- Social Development
- Cultural Development

Spiritual Development

This is the development of your personality towards a desired or better religious or spiritual personality.

Opportunities for this in school will:

- be educational
- be for ALL pupils and not exclude anyone, regardless of their beliefs and values.
- enable pupils to be reflective
- help pupils develop empathy, respect and understanding for the beliefs, values, feelings and experiences of others
- help pupils to think about life's big questions (truth, love, goodness, honour)

- help pupils to respond to experiences in creative and imaginative ways.

Moral Development

This is about considering what is right and wrong - helping people to cope with moral conflict and make decisions about moral issues and dilemmas.

Opportunities for this in school will:

- help children to distinguish right from wrong
- engage children to think about behaviour, action and consequences
- help children think about the relationship between moral principles and our country's laws
- help pupils consider their own responses to a variety of moral and ethical issues (age appropriate)
- enable pupils to understand that moral reasoning is complex (not all people think the same way)
- enable pupils to develop their own moral compass

Social Development

This is about getting on with others - living within communities and recognising our roles, rights and responsibilities within these. It is about working for the common good, forming positive relationships and treating others with respect.

Opportunities for this in school will:

- enable pupils to encounter people from a wide variety of differing backgrounds
- help pupils take part in a wide range of activities that help them develop social skills
- enable pupils to volunteer and participate in activities which benefit communities
- help pupils develop skills of co-operation and conflict resolution.
- actively promote fundamental British values

Cultural Development

This is about heritage, tradition and identity and how this shapes our lives and the lives of others. (Understanding cultural diversity - multi-cultural, multi-ethnic - multi-faith) It gives opportunities to explore how music, dance, drama, art, architecture, literature and sport help us to express feelings, ideas, values and beliefs.

Opportunities for this in school will:

- help children know what is meant by culture
- enable children to appreciate a wide range of cultural influences that have shaped their lives (including local, national and global influences)
- enable pupils to appreciate the range of cultural influences that have shaped the lives of others and how this may be different from theirs.
- help pupils understand and respect cultural diversity within their own school and beyond
- enable pupils to participate in artistic, cultural and sporting activities
- help children understand how history, values and traditions of Britain have been shaped by democracy
- help children develop respect and tolerance for different religions, belief, ethnic groups, cultures and lifestyles

Implementation

SMSC will be taught explicitly in all phases of the school through specific lessons in RE; PSHEC; Collective Worship and Assemblies and planned and timetabled Friday afternoon sessions (Family Group Time).

As all areas of the curriculum may contribute to some element of SMSC, it will also be taught in carefully planned situations during:

- other curriculum areas
- playtimes
- student support structures - e.g. School Council; Anti-Bullying Council; Eco Warriors
- EVCs and participation in events outside of school
- School and classroom rewards systems

- Displays of pupils' work

These sessions will cover themes such as teamwork and co-operation, moral dilemmas, rewards, choice and consequence, religious and non-religious festivals, tolerance and understanding.

Time (Recommendations)

The time spent on SMSC lessons varies throughout the year groups, and the time of year. Most SMSC lessons are planned, but there will be occasions when issues are unplanned and need to be tackled immediately.

Expectations of stakeholders

All stakeholders are expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in lesson time, assemblies and in the course of daily interactions in their classes and outside classrooms to follow the "PRIDE" motto and promote and celebrate the equality and diversity of the school community.

Planning, Assessment and Record Keeping

In accordance with our school assessment policy, planning, record keeping and assessment are ongoing activities. The work the children do themselves will often serve as a record for classes working on each theme. Teachers' RE and PSHEC planning is submitted and monitored weekly. An assembly theme timetable is compiled and a "Calendar of Events" is recorded for reference. It is not always necessary to make detailed records for each child in relation to these outcomes. Teachers will decide where a child's progress differs markedly from that of the rest of the class, and will annotate planning to show this. The CPOMS system will also be used to provide the "pieces of a jigsaw" for a particular child and will be shared only with other relevant staff or external agencies where appropriate.

SMSC assessments are based on samples of work, observations and discussion when children can demonstrate their skills, knowledge, understanding and learning needs.

Recording

At Eppleton Academy Primary School, we always have a good reason for having a written task during a SMSC lesson; ensuring that it is enhancing the learning of SMSC and not replacing it.

Reporting

Children's progress and achievements are reported to parents in a written report at least once a year.

Monitoring

SMSC is to be monitored regularly by the SMSC Subject Leader, and Staff INSET sessions will be held during staff meeting time to inform staff of developments and also to address issues.

The Role of ICT in SMSC

As part of our SMSC work, pupils are given the opportunity to apply and develop their ICT capability through the use of ICT lessons and tools. Particular attention will be paid to E Safety and acceptable use of the internet and Apps.

Extra-curricular Activities

- Activities are planned and led by different staff to promote SMSC for targeted pupils, who have been identified as having a particular need. Activities may include "Fun Friends" club and "Change 4 Life" club amongst others.

Entitlement

Equal Opportunities

Eppleton's inclusion policy is to provide effective learning opportunities for all its pupils. Every pupil is entitled to access to the SMSC curriculum regardless of ability, gender or ethnicity.

Inclusion

When planning the curriculum, all teachers have due regard to the following principles of inclusion: -

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment

Differentiated tasks are set as appropriate with any necessary Individual Education Programmes or Support Plans for pupils with special educational needs and disabilities. Differentiated tasks are set also with an awareness of those children recognised with a gift or talent for this subject.

The Role of the Head-Teacher

The role of the Head Teacher is:

- To set high expectations in monitoring teaching and progress
- To encourage a whole school approach, keeping parents, governors and all support staff well informed
- To support the subject leader and individual teachers

The Role of the Teacher

The class teacher must:

- Plan well thought out and detailed lessons
- Implement the scheme of work where relevant (e.g. Nurturing Programme; SEAL)
- Share clear learning objectives
- Ensure cross-curricular applications

- Use SMSC to promote the spiritual, moral, social and cultural development of all pupils

Cross Curricular Links

SMSC makes a distinctive contribution to many areas of the school curriculum. SMSC fits naturally with all subjects.

The use of SMSC can both enrich learning in other subjects and consolidate skills, knowledge and understanding.

Health and Safety

When working with equipment in practical activities, children are taught:

- About hazards
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

Professional Development

Staff requiring INSET, guidance in any aspect of the revised policy should contact the SMSC leader.

Any members of staff who have attended INSET courses or training in any aspect of the SMSC curriculum should also report to both the subject leader and the Head teacher. A short delivery to all staff will also be needed, so that information can be cascaded effectively.

Review Date

This policy statement, guidelines and scheme of work should be reviewed in Autumn 2018 or before should there be any changes to legislation.