



St White's Primary School

Spiritual, Moral, Social & Cultural Policy

Date of Review: September 2018

Date of Next Review: September 2020

Signed, Headteacher:

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St White's School is a community school, in the heart of the Forest Of Dean, which offers a positive, safe learning environment for all its pupils. Everyone has equal and individual recognition and respect and there is a shared ethos which promotes care and respect for one another.

The celebration of success and our commitment to the continuous improvement and fulfilment of potential in every pupil is central to our philosophy.

The school actively encourages ever-increasing independence and self-discipline amongst the pupils. Everyone within the school has a pivotal contribution to make and is responsible for the development of positive behaviour and attitudes.

The school provides a vibrant curriculum and learning environment, which will challenge every individual to commit themselves, pursue their goals and in doing so, conquer and accomplish them.

St White's is highly committed to providing first hand experiences that will inspire curiosity and encourage inquiring minds, with a thirst for knowledge.

Our aim is to be a school of excellence, to be outstanding in every way. Success will be valued, shared and celebrated and there will be opportunities for everyone's talents to be realised. We also aim to promote a loving, caring community, within and beyond our school, in which all our pupils can grow and develop socially. In doing so, we will support them as they conquer diverse challenges, thus acquiring emotional strength and lifelong skills.

St White's Primary School Spiritual, Moral, Social and Cultural Policy

At St White's Primary School it is recognised that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. The school community aims therefore 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 the cultures. This will in turn, prepare them for life in Modern Britain.

The school has a dedicated FSW (Family Support Worker), whose role includes supporting the personal development and wellbeing of all pupils.

1. GENERAL AIMS

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

2. SPIRITUAL DEVELOPMENT

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

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

3. MORAL DEVELOPMENT

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

- 3.1. Recognise the unique value of each individual.
- 3.2. Listen and respond appropriately to the views of others.
- 3.3. Gain the confidence to cope with setbacks and learn from mistakes.
- 3.4. Take initiative and act responsibly with consideration for others.
- 3.5. Distinguish between right and wrong.

- 3.6. Show respect for the environment.
- 3.7. Make informed and independent judgements.

4. SOCIAL DEVELOPMENT

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

- 4.1. Develop an understanding of their individual and group identity.
- 4.2. Learn about service in the school and wider community.
- 4.3. Relate well to other people's social skills and personal qualities.
- 4.4. Work successfully, as a member of a group or team.
- 4.5. Share views and opinions with others.
- 4.6. Resolve conflicts maturely and appropriately.
- 4.7. Reflect on their own contribution to society.
- 4.8. Show respect for people, living things, property and the environment.
- 4.9. Exercise responsibility.
- 4.10. Understand how societies function and are organised in structures such as the family, the school.

5. CULTURAL DEVELOPMENT

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

- 5.1. Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- 5.2. Develop an understanding of their social and cultural environment.
- 5.3. Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

6. 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.

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

7. PLANNING

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, Purple Learning lessons, RE and Circle Time activities.

Class discussions and circle time will give pupils opportunities to:

- 7.1. Talk about personal experiences and feelings.
- 7.2. Express and clarify their own ideas and beliefs.
- 7.3. Speak about difficult events, including bullying, death, mental health and other subject matter that they may need to gain a better understanding of.
- 7.4. Share thoughts and feelings with other people.
- 7.5. Explore relationships with friends/family/others.
- 7.6. Consider other needs and behaviour.
- 7.7. Show empathy.
- 7.8. Develop self-esteem and a respect for others.
- 7.9. Develop a sense of belonging.
- 7.10. Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally. For example, empathy, respect, open mindedness, sensitivity, and critical awareness.

Many of the school's curriculum areas are crafted to provide opportunities to:

- 7.11. Listen and talk to each other.
- 7.12. Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- 7.13. Agree and disagree.
- 7.14. Take turns and share equipment.
- 7.15. Work co-operatively and collaboratively.

8. LINKS WITH THE WIDER COMMUNITY

- 8.1. Visitors are frequently welcomed into school.

- 8.2. The development of a strong home-school link is regarded as vital, enabling parents and teachers to work in an effective partnership to support all pupils.
- 8.3. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

9. MONITORING AND EVALUATION

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

- 9.1. Monitoring of lesson plans and teaching and learning.
- 9.2. Regular discussion at staff and governors' meetings.
- 9.3. Auditing of policies and Schemes of Work.
- 9.4. Sharing of classroom work and practice.
- 9.5. Regular inclusion on the SEF (Self Evaluation Form) and SDP (School Development Plan)

10. SMSC (Spiritual, Moral, Social and Cultural) is about developing the whole child. It is delivered in a number of ways in schools; through the school climate or ethos, PSHE, Citizenship, RE and Healthy Schools. Here at St White's School, SMSC is threaded through all curriculum areas.

HOW SMSC DEVELOPMENT IS MET IN EACH OF THESE CURRICULUM AREAS

SCHOOL ETHOS	PSHE	CITIZENSHIP	HEALTHY SCHOOLS	RE
The climate and ethos of the school underpins the provision of SMSC. This can be exemplified through areas such as the Mission Statement, SMSC policy, Leadership and Management, School Rules, Student Council, Community Cohesion and Awards and Rewards.	PSHE will 'provide concrete evidence of the school's provision in promoting pupils' behaviour and safety and their SMSC' (PSHE Association). This can be achieved through teaching children to develop and maintain relationships, lead healthy lifestyles, develop personal identity, appreciate diversity and manage risk.	Key concepts and processes in Citizenship contribute to SMSC. These include the development of understanding in areas such as Rights and Responsibilities, Diversity, Democracy and Justice and also through children and young people taking responsible action, using critical thinking skills, enquiry and advocacy.	Healthy Schools makes a positive contribution to SMSC through its themes – PSHE, Healthy Eating, Physical Activity and Emotional Health and Wellbeing as well as through its aims to develop healthy behaviours, promote social inclusion, reduce health inequalities and improve outcomes.	RE makes a significant contribution to all of the areas of SMSC by enabling children to question issues of human life and morality, develop a sense of identity and foster awareness and understanding of others beliefs and practices.

This table has been produced using ideas from a training resource published by Opeus and is taken from the GHLL Website. It is also written to reflect the needs of pupils that are identified in a range of surveys undertaken, including the OPS (Online Pupil Survey) organised by the GHLL and also the school's own internal surveys, including the Curriculum and Parent surveys and also pupil voice that is undertaken by staff and governors each term.

In reporting, Ofsted Inspectors are required to consider the spiritual, moral, social and cultural development of the pupils at a school; SMSC sits across the framework in the quality of teaching, leadership and management as well as in the overall effectiveness of the school.

The significance of PSHE, Citizenship and Healthy Schools as well as aspects of the school ethos has been recognised by the Gloucestershire Health and Wellbeing Team and a section on the development and promotion of SMSC has been included in the Healthy Living and Learning Review. <https://www.ghll.org.uk/resources/social-moral-spiritual-and-cultural-dimensions/>

This policy is written in conjunction with other school policies, including:

- The Home School Agreement Policy, which sets out to create a partnership, between home and school, where the values underpinned in this policy are embraced and become the collective responsibility of school, pupils and parents.
- The school's Safeguarding and Child Protection Policy.
- The Teaching and Learning Policy.
- The Positive Behaviour Policy.
- The Pupil Premium Policy
- The School's Statement of British Values