



SMSC POLICY

(Spiritual, Moral, Social & Cultural)

FOR SHAKESPEARE PRIMARY SCHOOLS

To be reviewed: every 3 years

Adopted by Governors: Nov 1994

Amended and Reviewed: Dec 2018

To go to: Curriculum Committee

Approved by Governors: 16/01/2023

Rationale

Shakespeare School provides a holistic education for all of its pupils. A holistic education is more than acquiring knowledge and learning essential skills. It also includes the personal development of each individual, in its fullest sense. Thus, opportunities for spiritual, moral, social and cultural (SMSC) development are fully nurtured.

AIMS

The school aims to provide a stimulating and caring environment, encouraging:

- ***Spiritual***
the growth of each child's sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.
- ***Moral***
an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.
- ***Social***
an understanding of the responsibilities and rights of being members of families and different communities (local, national, global), and an ability to relate to others and to work with others for a common good.
- ***Cultural***
an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences.

School Ethos

The SMSC development is underpinned within our whole school values. Our ethos reflects the values and attitudes which characterise the school community, the positive atmosphere of the school, the quality of relationships and the way in which the staff help pupils cope with difficulties such as conflict, loss and grief, and how they celebrate achievements.

These values determine behaviour throughout the school. Our classrooms promote positive working environments and the use of positive behaviour management strategies. Behaviour is explicitly discussed with the pupils, thus encouraging self-discipline and acceptance of responsibilities. (Please refer to Behaviour and Discipline Policy).

Values

Our school values promote: telling the truth, keeping promises, respecting the rights and properties of others, acting considerately towards others, helping those less fortunate than ourselves, taking responsibility for one's actions and self-discipline.

Our values reject: bullying, cheating, deceit, cruelty, irresponsibility, dishonesty and any form of discrimination.

These values lie at the heart of our school's vision of itself as a community. Procedures for giving praise, rewards and sanctions, all give messages about which qualities are valued.

In addition to absolute values, children become aware, as they grow older that life constantly throws up situations, where what is right and wrong is not universally agreed. Society permits, even if it does not promote, a range of behaviour, which is considered wrong by some, e.g. smoking, drinking alcohol, divorce, abortion, blood sports, etc. The task of our school, in liaison with home, is to furnish pupils with the knowledge and the ability to question and reason, which will enable them to develop their own value system and to make responsible decisions on such matters.

The National Curriculum

"All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in RE and the non-statutory framework for PSHE and RSE at Key Stages 1 and 2." (Curriculum 2000, p. 19)

In addition to this, we promote SMSC development through collective worship and extra curricular activities.

Spiritual Development

"As each pupil's curiosity about themselves and their place in this world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being." (Ibid, p. 19)

Spiritual development deals with what is supremely personal and unique to each individual. It draws attention to aspects of human nature, which may give meaning, and purpose to human existence.

Spiritual issues will arise in:

RE: (awe and wonder, transcendence, meditation, stilling),

PSHE & RSE: (sense of belonging, reflecting on personal qualities, identity and self-respect, search for meaning and purpose),

Science: (cycle of life, awe and wonder of the environment, Earth and beyond)

History: (placing own lives in historical context),

Music/Art/DT/English: (creativity - expressing innermost thoughts and feelings)

PE: (analysis of self and personal life choices),

Maths: (awe and wonder of infinity and patterns, etc.).

Moral Development

The pupils are encouraged to become able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. (Ibid, p.19)

Moral development in schools should build upon pupil's home experiences. There is an expectation of compliance in terms of whole school behaviour. Our school can be expected to uphold those values, which contain moral absolutes.

Moral issues will arise in:

RE: (explore values and beliefs of self and others, discuss religious and philosophical questions, explore the morals fundamental to different religions)
PSHE & Citizenship: (discuss matters of personal concern, develop relationships, understanding and acceptance of life choices, discuss moral beliefs and choices of others),
Science: (matters of life and death, reflecting on origins and purpose of life, responding to challenging experiences of life such as beauty, suffering and death),
History: (development of tolerance)
Music/Art/DT/English: (creativity, as above),
PE: (game rules)
Maths: (issues arisen through collecting and handling data)

Social Development

The pupils are encouraged to feel a sense of belonging and are encouraged to display an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. (Ibid, p.20)

Our school endeavours to enhance and support the social development that takes place within the home.

Social issues will arise in:

RE: (explore relationships within different cultures and religions, religious communities)
PSHE & Citizenship: (explore and develop relationships, laws and socially acceptable behaviours, responsibilities),
Science: (responsibility for the environment,)
History: (comparisons between self and today's society with that of the past)
Music/Art/DT/English: (creativity, as above),
PE: (working within a team)
Maths: (identifying common threads within society when collecting and handling data)

Cultural Development

Pupils are taught to acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. (Ibid, p.20)

Cultural issues will arise in:

RE: (explore similarities and differences between different world religions, communities),

PSHE: (discuss local, national and global similarities and differences),

Science: (origins of different phenomena, famous scientists and their backgrounds),

History: (focus on different communities and parts of the world),

Music/Art/DT/: (creativity, as above, music, art, from different cultures and communities - art/music of the month),

PE: (explore games, dances, movement from different cultures),

Maths: (issues arisen through collecting and handling data),

English: (explore different styles of writing from different cultures, dialect).

All of the above opportunities should be recorded in teachers' Medium Term Plans.

Collective Worship

This offers pupils opportunities to explore and share beliefs; consider the importance of prayer, meditation and silence; think about the needs of others and develop a sense of community; and appreciate the importance of religious beliefs to those who hold them.

It also offers an opportunity to reaffirm, interpret and put into practice the values of the school. It provides a time to celebrate the various achievements of members of the community that are held to be of worth.

(Please refer to Worship Policy)

Extra Curricular Activities

Many of our extra curricular clubs provide opportunities to develop SMSC, e.g. Natural World, artistic clubs, musical clubs, PE clubs, drama, ICT, etc.

In providing extra curricular clubs our school creates many opportunities for pupils. Simple attendance at clubs creates a social context in which to experience new things. Different clubs expose children to different levels of SMSC development, although all play a part in our whole school approach to it.

S.B. May 1994 - agreed by all staff

Reviewed 1997

Revised April 1999

Revised September 2003

Reviewed by ST-B Dec 2018

Reviewed Jan 2023