



Spiritual, Moral, Social and Cultural Development Policy and Guidelines

Introduction

For a coherent approach to spiritual, moral, social and cultural development commitment at whole school level is crucial. The nature of this commitment is stated in the aims of the school and provides a baseline for management planning. All staff are responsible, particularly those with management responsibility, to translate the schools' commitment into action.

It is a requirement through the Education Act and the O.F.S.T.E.D framework that we provide for the spiritual, moral, social and cultural development of our pupils. Roman Road Primary School is committed to this provision and it is our mission to provide a quality education in a caring, sharing, learning environment.

General Aims

Through our actions, relationships and activities to ensure that spiritual, moral social and cultural development makes a major contribution to our school ethos.

To actively promote spiritual, moral social and cultural development throughout the school.

Specific Aims

To acquire insights into our personal existence. (Spiritual)

To reason and make judgements about how to behave and act. (Moral)

To progress and grow through knowledge and understanding of society. (Social)

To develop knowledge, understanding and command of the beliefs, values, attitudes and customs which are the formation and identity of societies and groups. (Cultural)

Objectives

To promote a common understanding of the school's aim's among all of it's partners.

To make resources accessible and promote learning in SMSC through classroom organisation and management.

To provide as wide a range of resources and opportunities for learning about SMSC issues as possible.

To develop strategies to include SMSC in teaching and learning across the curriculum.

To celebrate and develop SMSC ideas through display, RE, collective worship and the celebration of achievement and success.

To use SMSC issues and strategies to promote pupils' self esteem, confidence, interaction and relationships.

SMSC and the Curriculum

Many aspects of the curriculum support the delivery of SMSC. Across the curriculum the following strategies can be adopted where appropriate to develop the aspect of school life. For example, pupils will be given in:

English – opportunities to express feeling and opinions and develop their imagination in speaking and listening, creative writing, drama and poetry.

Music – opportunities to show and use a variety of musical instruments from different cultures. To express their feelings on a range of music and musical sounds.

PE – opportunities to show teamwork and co-operation in the use and sharing of resources.

RE – opportunities to learn a range of culture traditions, beliefs and lifestyles and express their feelings, hopes and concerns.

General Guidelines

There will be daily acts of collective worship. Some will be shared by the whole school, some by key stages together and some will worship as individual classes. Collective worship will be led by a variety of members of staff.

Once a week the collective worship will include a celebration quiet time when effort both in and out of school will be praised and rewarded where appropriate.

We will encourage pupils to express themselves and take responsibility for themselves and their own actions. We will also give them opportunities to take on responsible roles in the life of the school. e.g. acting as carers for younger children.

We value the input of pupils both in the classroom and in the wider life of the school. A school council of representative children from across the school meets as do other Councils such as Eco Council, Creative Curriculum council, Arts Council etc to discuss issues and make decisions to be shared and followed by all.

We encourage children to participate in a wide variety of events and activities both inside and outside of school. We recognise and celebrate their success in these ventures. We offer extra curricular activities including Football club, ICT club, dance club.

We provide opportunities for children to learn moral values in relation to living full, active and purposeful lives, recognising right and wrong and facing the challenges and dangers in our multicultural and multi-faith society.

In planning the curriculum at all levels we consider the place of SMSC issues and the cross-curricular creative themes which support their development. Within this there is a focus on British values.

In planning for teaching and learning we provide opportunities for children to work in different ways and in a variety of groupings.

We promote knowledge and understanding of the views and values of other cultures through visits and visitors and through our planned curriculum particularly RE.

We consider RE to be an important aspect of the curriculum of the school.

We expect and work for high standards of learning and behaviour..

We provide a good example to our pupils through positive role modelling and the quality of our relationships, approaches, hard work and expectations.

We expect a high standard of display which celebrates success, provides a welcoming atmosphere and stimulates thought and expectations.

We develop positive relationships with parents and the community with opportunities for interaction between all partners in the life of the school.

We deal with bullying and racist incidents promptly.

We actively seek to provide equal opportunities for access to the school curriculum for all pupils. We have both an equal opportunities and equality policy.

Monitoring and Evaluation

This area of the curriculum shall be monitored:

- ✓ The quality, range and annotation of display work across the school.
- ✓ The tone of collective worship
- ✓ The work of school councils.
- ✓ The quality of relationships in school and pupils' appreciation of visits and visitors at all levels
- ✓ The inclusion of SMSC in the overall School Development Plan

Review

The school Spiritual, Moral, Social and Cultural Development Policy will be reviewed in 2020

CJ & Staff/October 2019

Possible strategies for Spiritual development

High profile display in hall relating to collective worship and current theme.

Focal point in hall and classroom for worship (could include artefacts, plant, cross, symbols of world faiths).

Negotiate a “thought for the week” book and display as a means of promoting reflection, and a questioning approach to life.

Introduce reflective posters in classroom alongside appropriate questions e.g. poverty in San Paulo, Brazil.

Continue to develop reflection and evaluation in displays of pupils’ work – use of comments and questions e.g.

Art – Monet – feelings engendered.

RE – Synagogue visit – first impressions.

English – Poetry – feelings expressed when discussing bullying.

Music – Pachelbel Canon – thoughts, feelings and mood of the music.

Opportunity for silence, meditation, guided imagery and reflection in worship. Devise class prayer based on ethos of schools.

Use of open questions to develop reflection.

Focused display e.g. Y6 pupils – “What we have gained from our time at school”?

Classroom consistently reflect opportunities for pupil reflection – prayer, poetry, personal thoughts, blessings booklet, concerns.

Possible strategies for Social development

Welcoming atmosphere in school entrance hall through a display of staff photographs with the pupils. The school prospectus and that of feeder schools, as well as plants, chairs and a parents notice-board.

Home school partnership encouraged through home visits, parental support in classroom, "Friends of"

Classroom routines consistent with social development e.g. only 4 in home corner, sharing news, value of circle time.

Suggestions box for pupils – linked perhaps to school questionnaire what they like about school and how they would improve it.

Links with the community are fostered through a systematic programme of guidance e.g. relationships, scheme of work e.g. healthy school.

Team building programmes – pupil achievements are celebrated and displayed.

Achievement assembly weekly.

Mission statement displayed across school.

First Aid procedures clear.

Certification for endeavour and good deeds.

Well labelled school – including routes to classrooms and positive messages.

School environment has been developed to create a clean, ordered, disciplined and attractive community of people and their achievements.

Paired and group projects are a learning strategy in classrooms.

Role model of teacher is positive and encourages pupils self-esteem. Incorrect answers are sensitively dealt with. Discussion is valued as a means of learning.

Pupils are encouraged to listen to others, co-operate in classrooms and particularly in PE and to be courteous, helpful and polite.

Frequent opportunities are given to work with other members of society, e.g. representatives from charities, 'expert' visitors, authors and artists.

Planned opportunities to work with the needs of the local community.

Planned opportunities of self responsibility through guidance programme – health related fitness, hygiene, safety, duty, stewardship and citizenship.

Pupils have their own named area in cloakroom and their own pupil tray – a recognition of each child's individuality.

Possible strategies for moral development

Classroom code of conduct – linked to school Golden Rules.

Role of the teacher as a role model displaying honesty, fairness, respect for truth.

Insistence upon positive values of sharing, co-operation, tolerance and respect for others.

Structured programmes linked to PSHE, Citizenship and social development.

Curriculum opportunities highlighted in short term planning e.g. geography – the case for and against building a new motorway through an area of outstanding natural beauty.

Encouraging of individual and group initiatives for others less fortunate or who are lonely e.g. reception children cared for by Y6 buddies in playground and at lunchtime.

Encouraging positive relationships at all levels.

Possible strategies for Cultural development

Opportunities to encounter a range of cultural traditions through a varied RE programme – clear evidence of the encounter through pupils’ written work and displays.

Structured opportunities to use the library, encountering a range of cultural traditions and lifestyles.

Active promotion of lifestyles past and present through history, geography, art, music, dance, drama and literature.

Environment is welcoming through display of multi-cultural notices.

Planned opportunities for theatre visits, to museums, art galleries and to hear a variety of musical styles.

Structured programme of educational visits which develops cultural awareness e.g. poetry reading, resident potter.

Encountering of a range of religious artefacts linked to the lifestyle of faith traditions.