



Spiritual, Moral, Social and Cultural Development Policy and Guidelines

Reviewed by Roman Road Primary School:

September 2022

Agreed by the Governing Body:

November 2022

Date next full review is due:

September 2023

Rational

Spiritual, Moral, Social and Cultural (SMSC) development is the overarching umbrella that encompasses personal development across the whole curriculum. This is a broad concept that can be seen across the school's activities but also draws together many of the areas covered by the personal development judgement. SMSC is 'at the heart of school development. It is about the 'important stuff of life' – it is about challenging the children about what kind of people we aspire to be, the kind of world we aspire to create, and (for Roman Road School), the kind of education we aspire to provide.

Introduction

For a coherent approach to SMSC development, commitment at whole school level is crucial. All staff are responsible, particularly those with leadership responsibility, to translate the school's commitment into action.

It is a requirement through the Education Act and the Ofsted 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.

The Key Features of SMSC at Roman Road Primary School are evident throughout the curriculum and throughout the culture of the school. They can be seen in many areas, including Breakfast (Fair Trade) and After School Clubs, Assemblies, Charity Support, Competitions, Library events, Celebrating Diversity, Learning walks, Themed Days/Weeks, Trips and Visitors, Religious Festivals, Celebrations, School Council Involvement as well as our wider curriculum.

General Aims

Through our actions, relationships and activities, we 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

Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, knowledge of and respect for, different people's faiths
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives, recognise legal boundaries and in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating, and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues.
- Ability to increasingly take responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

Social Development

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, co-operating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Developing and demonstration of skills and attitudes that will allow them to participate fully and contribute positively to life in modern day Britain
- Broad knowledge of and respect for public institutions and services in England
- Understanding of how citizens can influence decision-making through the democratic process
- Appreciation that living under the rule of law protects citizens and is essential for their wellbeing and safety
- Understanding that there is a separation of power between the executive and the judiciary
- Understanding of the importance of identifying and combatting discrimination

Cultural Development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise and value the things we share and have in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

SMSC is woven through and specifically mentioned within our Creative Curriculum Drivers. Every subject is driven by these and SMSC is no exception.

Our ambitious Creative Curriculum is DRIVEN:

DIVERSITY

We are all equal and all different but we're all wonderful.

At Roman Road, we teach about the diversity of our world and of our society. We teach about the need to respect all people with a focus specifically on the protected characteristics. We study religions in the community and encourage children to learn about the diverse religions in Gateshead. We also promote a love of the world through our Eco work and we retain our International Green Flag Award.

RESILIENCE

We can't do it...yet! But we will persevere until we are independent

Resilience is one of our school values. Through aspects of SMSC within curriculum subjects and the importance we place on mental health, children are given practical ways to look after themselves in today's fast paced world. Roman Road will teach the foundations of different belief systems and how to treat others. Staff will look for SMSC opportunities within every aspect of the curriculum as it is present on planning sheets. Through Collective Worship, FROG factor, RSE, PSHE, the wider curriculum and school culture, children will be encouraged to become resilient through dealing positively with the challenges of life in today's ever-changing world.

INCLUSIVE

Access to the full curriculum and more for all children

SMSC, although not a discrete subject, is woven through our creatively taught curriculum. We endeavour to teach in ways to engage, motivate and inspire our children. We use many real experiences and artefacts to stimulate learning, deepen thinking and develop understanding. This will hopefully encourage them to become motivated to question and deepen their understanding of the changing world around them. Our curriculum and after school clubs promote inclusivity. Through our giving to charities across the year, we help our local and wider community.

VALUES

SMSC, British Values & School Values

Our school is a community. We endeavour to live with each other in harmony and demonstrate how to deal with conflict effectively and practically through our FROG Factor behaviour strategy which promotes conflict resolution. We promote British Values and our curriculum is tailored to teach children how to live in modern-day Britain and a changing world. Through elements of discretely taught PSHE and themes within the curriculum and assemblies, we teach pupils British Values. Pupils develop an understanding of and respect for democracy and democratic processes. Our school values (which were decided upon and adopted democratically) are: empathy, resilience, respect, perseverance, honesty and integrity. Our values are our school culture, and to protect this culture, there must be rules. We teach about the need to keep the law and how laws keep us safe.

EMPOWERING

We will inspire and raise aspirations

SMSC should inspire children to live in harmony with others and at peace with themselves. Through visits and visitors, children's aspirations will be raised. Our well-planned, creative curriculum enables pupils' self-knowledge, self-esteem and confidence to grow

NEVER GIVE UP

We are Roman Road Rockstars! 'Learning together to be the best we can be!

At Roman Road Primary School, the pupils and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether pupil, staff, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Objectives

To promote a common understanding of the school's aims among all of its 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.

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, RE lessons and during assemblies. Most lessons will involve SMSC and we include it on planning formats to encourage staff to consider where it fits within lessons.

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 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.

Spiritual Development

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. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Our school promotes spiritual development by:

High profile display in hall relating to current theme in assembly and religions/beliefs in the world.

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

Assemblies and lessons promoting reflection, and a questioning approach to life.

Reflections alongside appropriate questions e.g. poverty in San Paulo, Brazil.

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. 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.

Moral Development

At Roman Road Primary School, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. This is in the form of six core values which serve to build character and from which our school rules are written. The six values are: Perseverance, Empathy, Respect, Integrity, Resilience and Honesty

Promoting racial, religious and other forms of equality

Teaching about the protected characteristics

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

Developing an open and safe learning environment in which pupils can express their views and practice moral decision making

Rewarding expressions of moral insights and good behaviour (Certificates and Super Citizen Award)

Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Deciding with classes a code of conduct for the classroom based on the values held by the school. We teach pupils 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 1:1 discussion, small group discussion, collective worship and PSHE sessions. Identified children also have extra support through nurture groups or counselling sessions. We are interested in the development of the whole child and will endeavour to raise the self-esteem of our pupils using praise, merits, house points, stickers, certificates, trophies and prizes.

Classroom code of conduct (Class Charter) – linked to school 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 Eco Issues

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/ the Hub at lunchtimes.

Encouraging positive relationships at all levels.

Social Development

At Roman Road Primary School, 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 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
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

Identifying key values and principles on which school and community life is based

Fostering a sense of community, with common, inclusive values

Promoting racial, religious and other forms of equality

Encouraging pupils to work co-operatively

Encouraging pupils to recognise and respect social differences and similarities

Providing positive experiences to reinforce our values as a school community – for example, through assemblies, residential experiences, class assemblies, trips

Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs

Providing opportunities for engaging in the democratic process and participating in community life

Providing opportunities for pupils to exercise leadership and responsibility

Providing positive and effective links with the world of work and the wider community

Monitoring in simple, pragmatic ways, the success of what is provided

Welcoming atmosphere in school entrance hall and through school displays (including specific displays about SMSC)

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

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

Team building programmes – pupil achievements are celebrated and displayed.

Achievement assembly weekly.

Mission statement displayed.

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 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.

Cultural Development

Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done for example through many subjects e.g. PSHE, RE, music, PE and art.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

*An ability to reflect on important questions of meaning and identity

*An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

Extending pupils' knowledge and use of cultural imagery and language

Encouraging them to think about special events in life and how they are celebrated

Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance

Reinforcing the school's cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre visits, visits to places of worship and welcoming a wide range of visitors in to school

Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject teams of PSHE, RE, MFL, and School Council.

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.

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, chef visit, visitors from other faiths.

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

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school through the School Councils.

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
- *The quality of PSHE

Review

The school Spiritual, Moral, Social and Cultural Development Policy will be reviewed in 2024

CJ & Staff/September 2022



Roman Road Primary School

SMSC Policy and Guidelines

Approved by:	C Jones (Head Teacher)
Last Review:	September 2022
Next Review:	September 2024