



# SMSC Policy

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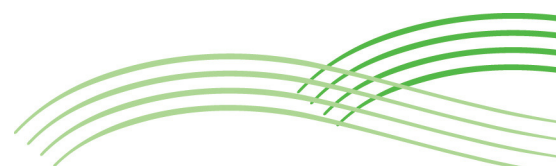
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## The Legal Framework

The statutory requirement that schools should encourage pupils' Spiritual, Moral, Social and Cultural Development (SMSC development) was first introduced in the 1988 Education Reform Act.

The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:-

*Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and*

*Prepares pupils for the opportunities, responsibilities and experiences of adult life.*

The Revised National Curriculum stressed the importance of ensuring SMSC development is explored through other curriculum subjects.

## Aims

At Haydon Wick Primary School, the children 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 staff, pupil, 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 students to develop an inner discipline and will encourage pupils to 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.

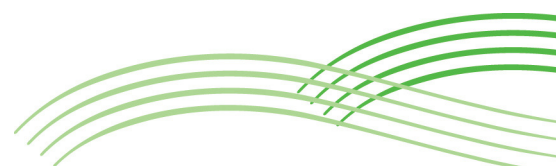
## Definition of Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- 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

Curriculum opportunities at Haydon Wick primary school enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape)



- Empathise and consider the viewpoints of others, (debates, drama activities, discussing
- feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful
- in the future, (self-assessment, target setting activities)

## **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
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

The classroom environment and curriculum at Haydon Wick Primary School promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom.
- Clear and consistent rewards and sanctions that children understand and believe to be
- fair.
- Class assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, (character studies, studies of historical figures).

## **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 social settings, cooperating 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

At Haydon Wick Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school/ lunchtime clubs
- Sporting activities
- Play leaders and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, cluster schools)

## **Cultural**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- 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

At Haydon Wick Primary School children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.

## **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, RE and Circle Time activities.

## **Equal Opportunities**

At Haydon Wick School we provide an equal opportunity for learning about all areas of the curriculum. Every child, regardless of gender, culture, religion, race or social factors, is to take an active role in SMSC. Everyone is encouraged to actively participate, to have opinions, feelings and problems listened to and responded to in a classroom that is conducive to a feeling and atmosphere of equality and the importance of everyone.