



Spiritual, Moral, Social and Cultural Policy

Beckfoot Phoenix

Beckfoot Trust

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What is SMSC?

Spiritual Development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular belief or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral Development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development should enable children to become increasingly responsible for their own actions and behaviour.

Social Development

Refers to the development of abilities and qualities that children need to acquire if they are to play an active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise and experience the different skills of other group members can be developed when children work cooperatively.

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, experiencing, exploring, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

1. INTRODUCTION

At Beckfoot Phoenix school, we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own:

- values and beliefs
- spiritual awareness
- high standards of personal behaviour
- positive, caring attitude towards other people
- understanding of their social and cultural traditions
- appreciation of the diversity and richness of their cultures

A range of beliefs and values principles and spirituality (predominantly Christian and Islam but including other religions such as Buddhism, Judaism etc.), will be explored in the curriculum, especially in RE and Collective Worship.

The integrity and spirituality of other faith backgrounds (as listed) will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour, the school's behaviour policy, reward systems and provide opportunities to celebrate children's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

School assemblies play a key part in promoting SMSC throughout the school. Aspects of the SEAL curriculum are used to develop social awareness and emotional literacy.

Assembly themes are carefully chosen and planned out to ensure SMSC is a focus.

2. AIMS OF SMSC

To ensure that everyone connected with the school is aware of our values and principles.

To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

To ensure that children know what is expected of them and why.

To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

To enable children to develop an understanding of their individual and group identity.

To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

To ensure the school meets the legal requirements for a daily act of collective worship

3. SCHOOL ASSEMBLIES/COLLECTIVE WORSHIP

Weekly assemblies will take place on Wednesday mornings, either as a whole school or in bases. Additional assemblies may take place on different days and may be broken down in to classes depending on the theme.

Assemblies will (over the academic year):

- develop a community spirit
- promote the school's culture, values and expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate children's successes and achievements both in and out of school
- share the school curriculum with parents/carers
- share and celebrate world culture, religions and festivals
- promote racial harmony and respect for all
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Collective Worship

Collective worship may take the form of; relaxation, meditation, reflection, celebrations of achievement, group discussions and reflections on the day or part of the day.

Assemblies may be led by:

- Head teacher
- Key teachers
- identified groups of children
- invited visitors, e.g. local clergy, charity workers, theatre groups, local members of the community (e.g. musical groups, guide dogs etc).

Elements of these assemblies may include:

- religious and moral themes
- praise/moral songs
- quiet reflective times.

Parent Assembly will be offered for special occasions such as Easter, Eid, Sports Day, Christmas etc where children and their families can share information, successes and celebrations together.

Withdrawal

Parents/carers will be offered the right to withdraw their children from the act of collective worship and their wishes will be respected.

Parents/carers are invited to talk to the Head teacher if they require further information about the daily act of collective worship and/or wish to consider withdrawing their child.

Parents/carers are asked to inform the school if they wish to withdraw their child from the act of collective worship (or parts thereof), outlining exactly what they wish their children to be withdrawn from.

Staff have a freedom under the 1944 Education Reform Act not to have to lead or attend collective worship. The school will respect this right, but will expect staff to attend parts of an assembly when collective worship is not taking place, e.g. the giving of notices, celebrating pupil achievements, class assemblies.

4. LEARNING AND TEACHING

Spiritual Development – as a school we aim to provide learning opportunities that will enable children to:

- sustain their self-esteem in their learning experience
- develop their capacity independent thought (and critical thought if applicable)
- foster their emotional life and express their feelings through various means
- experience moments of relaxation, stillness and reflection
- discuss or express their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- Experience challenge and competition
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements.

Social Development – as a school we aim to promote opportunities that will enable children to:

- develop an understanding of their individual and group identity
- learn about our school community and wider community
- begin to understand the need for social justice.

Cultural Development – as a school we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- recognise Christianity and Islam as worldwide faiths, be aware and experience other faiths and have respect for those faiths
- develop an understanding of their social and cultural environment.

The Curriculum

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education.

Within all curricular activities, children will be encouraged to reflect on what they are learning, to celebrate their own achievement and that of others, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

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

Through experiences, explorations, investigations and discussions we will give the children opportunities to:

- talk/ communicate about personal experiences and feelings
- express and clarify their own ideas and beliefs
- communicate about difficult events, e.g. bullying, death etc
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are may be viewed as different because of physical and learning difficulties.
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility with jobs such as fruit monitor, taking the register
- encouraging teamwork in PE and games
- Sensory and collaborative exploration
- hearing music from different genres

- meeting people from different cultures and countries
- participating in a variety of different educational visits
- experience and participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures, e.g. festival days, religious celebrations
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- participation in traditional English dancing as well as dance from other cultures
- opportunities to explore, experience, make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba
- studying the contributions to society that certain famous people have made.

5. BRITISH VALUES

British Values is taught as part of every lesson or activity through teaching the children to develop mutual respect for each other, tolerance and inclusiveness, as well as developing their own self esteem and the understanding of other people and the world around them.

Through our topics, children will learn how public institutions such as parliament, police force and the Post Office, and services such as healthcare, welfare services and education operate and how these relate to their daily lives.

Visits to the relevant working organisations can enhance pupils experience in this area.

Opportunities for children to experience and explore British Values such as; traditional diets, fashion (through role play), cultures, beliefs (namely Christianity), British habits, behaviours, symbols, belonging, holidays and celebration days, the physical geographical nature of the British Isles and historical areas will also be provided across school.

6. LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Links with the local businesses are encouraged.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools (namely Beechcliffe School) to support the primary curriculum and effective transition, takes place regularly.

7. MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- listening to pupil voice
- monitoring teaching and learning by the appropriate curriculum leader
- regular discussions at staff, middle leaders and Local school committee meetings
- audit of policy
- collation of evidence of children's work/experience.

8. IMPLEMENTATION OF POLICY

8.1 The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.