



Spiritual, Moral, Social and Cultural Policy

Agreed: November 2018

Review Term: Autumn 2021

Introduction

- At Fielding Primary School, we recognise that the personal development of pupils, 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 pupils with opportunities to explore and develop:
 - their own values and beliefs, spiritual awareness,
 - high standards of personal behaviour,
 - a positive, caring attitude towards other people,
 - an understanding of their social and cultural traditions
 - an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Fielding Primary School and is an essential ingredient of school success. As a Values-based education school, Fielding Primary School proactively teaches and monitors SMSC through its Values lessons as well as PSHE lessons.

Guidelines:

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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. The Values curriculum delivered at Fielding Primary School will allow further strength in pupils' understanding of this.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. Underpinned by Fielding's Five Golden Rules, displayed in each class, and shared with pupils regularly. The golden rules which underpin the behaviour are:

- We are kind and helpful.
- We listen carefully.
- We keep our hands and feet to ourselves.
- We use calming down strategies.

- We always have a go.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teaching and learning opportunities across the school as well as opportunities for visits and visitors to the school.

General Aims:

- 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 pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought. Foster their emotional life and express their feelings
- Experience moments of stillness and reflection, particularly reflecting on own experiences.
- Discuss their beliefs, feelings, values and responses to personal experiences. Form and maintain worthwhile and satisfying relationships.
- Learn, respect and appreciate the beliefs and religions of others.
- Develop techniques to allow children to collectively hold a 'Brain Break' enabling personal reflection time through the MindUP™ programme.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- Understand the consequences of their behaviour and actions.
- Recognise the unique value of each individual.
- 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.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity. Learn about service in the school and wider community through activities like playground friends, peer mediators and Values Baccalaureate

- Use a range of social skills in different contexts.
- Learn and demonstrate fundamental British Values

Cultural Development:

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop an awareness of Britain's Parliamentary system and how it has developed over time.

Teaching and Organisation:

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Fielding Primary will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

Teachers at Fielding Primary School will support SMSC development through the teaching and modelling of its core values, as decided by the school community. The Values-based Education programme delivered will allow opportunities for pupils to understand the links between values and SMSC. Teachers will make links to SMSC development within values lessons as well as being explicit in their teaching of SMSC development.

The school's learning mentor will also implicitly teach and guide identified pupils to develop their sense of self and therefore their place in the community. The learning mentor will support children to develop socially and encourage understanding across cultural divides.

Class discussions, explicit Values lessons and assemblies, PSHE lessons, Mind Up lessons, Parliament assemblies and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Share their opinions
- Show empathy
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet). Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree with each other.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Extra-Curricular Activities:

Personal development is also enriched through a wide range of extra-curricular activities (Sport, Music and Choir, Creative Clubs) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons. All socially disadvantaged pupils (those in receipt of the Pupil Premium Grant) are entitled to attend extra-curricular clubs at Fielding. This aims to provide this group with opportunities to develop socially, morally and culturally especially through visits provided by The Fielding Holiday Club to a wide range of galleries, parks, zoos and museums.

Links with the wider community:

Visitors are welcomed into school, subject to vetting checks. The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

The introduction of a Values Baccalaureate in Years 4,5 and 6 has given children the opportunity to show their Values such as respect, responsibility and democracy throughout school, in their home and in the wider community.

Monitoring, Evaluation and Review

The school will review this policy periodically and assess its implementation and effectiveness.