



Stow Heath Primary School



SMSC Policy



At Stow Heath Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, 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 and an appreciation of the diversity and richness of the cultures.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school of 'Love to Learn' and 'Respectful and Responsible'. We teach the children 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.

Guidelines

All curriculum areas, as well as collective worship time, 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 with a strong ethos that 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 what is right and wrong, in so far as how their actions can affect other people. The school will support the rule of English civil and criminal law and pupils will be encouraged to value themselves and others.

The school will promote all of the fundamental British values and will challenge opinions or behaviours in school that are contrary to these. This will include staff training on the Prevent Strategy.

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.

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 teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our school 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 and confidence in their learning experience.
- Develop their capacity for critical and independent thought.
- Understand that they have the freedom to choose and hold faiths and beliefs.
- Be reflective about their own beliefs that inform their perspective on life.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Establish a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Develop a sense of security, well-being, worth and purposefulness.

Moral Development

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

- 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.
- Distinguish between right and wrong and apply this in life.
- Recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- Accept responsibility for their behaviour and understand the consequences of their actions.
- Show respect for the environment.
- Make informed and independent judgements.
- Take an interest in investigating and offering reasoned views about moral and ethical issues whilst understanding and appreciating the views of others on these issues.
- Ensure that all pupils within the school have a voice that is listened to, and demonstrating how democracy works by actively promoting democratic processes such as school council whose members are voted for by the pupils.



Social Development

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

- Develop an understanding of their individual and group identity.
- Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Equip themselves with the knowledge and skills to cope with the demands of 21st Century living.
- Consider the needs of individuals and groups from a variety of social settings.
- Socialise with pupils from different religious, ethnic and socio-economic backgrounds.
- Examine their role in conflicts.
- Increase their sensitivity to social justice and harmony.
- Step out of their comfort zone and experience being part of unfamiliar groups.
- Practise compassion.
- Ask others to support their efforts to become socially aware.
- Extend their Social development through extra-curricular activities

Cultural Development

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

- Recognise and celebrate the value of cultural diversity in Britain whilst understanding the importance of identifying and combatting discrimination.
- Understand and appreciate the wide range of different cultural influences that have shaped their own heritage and that of others.
- Develop knowledge of Britain's democratic parliamentary system, its central role in shaping our history and how citizens can influence decision-making.
- Establish an understanding of their own social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Show an interest in, and tolerance towards different religions, ethnic and socio-economic groups in their local, national and global communities.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas through collective worship (assemblies), circle time, and PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, certificates, stickers, Star of the Week and other means that highlight both academic and social achievements.

Activities 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.



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

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Have a sense of pride in their achievements.
- 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.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Share ideas and opinions.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively, taking on different roles within lessons and tasks.

Links with the wider community

- Visitors, including volunteers, religious leaders, police officers etc. are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

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

- Monitoring of lesson plans and teaching and learning, by Senior Leadership team and subject leaders such as PSHE & R.E. Coordinators.
- Regular discussions at staff and governors' meetings
- Monitoring of policies and Schemes of Work.
- Sharing of classroom work and practice.

Review

This policy will be reviewed in accordance with the policy review schedule

