



Manor Park (CE) First School Spiritual, Moral, Social and Cultural (SMSC) Policy

Written January 2017

Review January 2019

Non-statutory advice from the Department for Education.

Schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act

Ofsted highlights the importance of SMSC as central to the development and growth of pupils as people and at the heart of what teachers would say education is all about.

(Promoting and evaluating pupils' spiritual, moral, social and cultural development' OFSTED March 2004.)

Definitions:

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

☐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 ☐

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 function at a variety of levels ☐

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 ☐

Aims:

At Manor Park CE First School, the children and their learning are at the very heart of every decision we make. 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 expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the children 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.

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 specifics such as Jigsaw and RE activities.

Spiritual Development:

Planned opportunities for spiritual development in all subjects can be seen across Manor Park CE First School. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of opportunities commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- ☒• Connection and belonging
- Heightened self-awareness☒
- Prayer and Collective worship☒
- Reflection and mindfulness
- A sense of security, well-being, worth and purposefulness☒

For example -This can be seen through Forest School, collective worship Jump in the picture, reflection, church services, P4C

Moral Development:

At Manor Park CE First 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 judgments ☒
- Ensure a commitment to personal values ☒
- Have respect for others' needs, interests and feelings, as well as their own ☒

These can be seen through celebration assemblies , use of playground friends, following our code of conduct, collection of house points and dojos, class display , following class contracts, undertaking Jigsaw and P4C lessons, ELSA and Thrive.

Social Development:

At Manor Park CE First 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

☐Our school develops pupil social development by: ☐

- 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, team building activities, ☐residential, outdoor learning
- Providing positive and effective links with the wider ☐community ☐

Examples of how the school promote these developments are through encouraging attendance of after school clubs ☐, opportunities to mix across Key Stages, St Osmund's Enrichment visits as well as being developed through Jigsaw lessons, school teams, thrive groups, ELSA, Behaviour Policy, Class charter, Friendship Week, Peer problem solvers.

Cultural Development:

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.☐

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, posters, exhibitions, etc.
- learning about other cultures, religions and festivals

For example -this can be seen through Discovery RE, Modern Language Day, extra curricular activities, collaborative DASP activities, Arts Week involving community artists.

Pupil Voice: school council

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 together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

See also:

Behaviour Policy

Friendship Policy

Equality Policy

British values document - [School Inspection Handbook from September 2015](#)

Advice from the Department for Education is that British values should be promoted through SMSC

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the laws of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to 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
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people, and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.