

Spiritual, Moral, Social and Cultural Policy (SMSC)

Last review date: May 2020
Next review date: May 2021

Our Vision

At Fosse Bank 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 provide pupils with the tools to explore their own emotions and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people and themselves, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

SMSC at Fosse Bank

Most 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 of these area.

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

The school community is 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 learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Pupils understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teacher's planning and purchasing decisions.

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 other cultures
- To enable pupils to understand the importance of respect and leave school fully prepared for life in modern Britain.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs

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 to be given the language to 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
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Growth mindset to improve our social responsibility and values e.g. empathy, courage, responsibility etc

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.
- Show respect for the environment.
- Learn by example.
- Make informed and independent judgements and choices developing knowledge of boundaries and consequences.

Social Development

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

- Build skill of relating to others, starting with family and friends
- Develop an understanding of their individual and group identity.
- Take an active role in the school and wider community.
- Allow them to participate fully in and contribute positively to life in modern Britain.

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.
- Gain knowledge of Britain's democratic parliamentary system

Where will you find SMSC at Fosse Bank School:

Curriculum

RE

PHSE

Circle Time

Behaviour Policy

Assemblies

Reward system including class and individual points

Extra curriculum activity e.g. green flag club

Eco Council

Green Flag

Growth Mindset

Mindfulness, including whole school events

Disability Awareness session

Good Mental Health

Peer Mentoring (Y5)

Creative Art Project

Mentoring

Educational Visits e.g. Houses of Parliament

Special Events e.g. fundraising, school council assemblies, ballot box voting, cultural experiences, and immersion days

People invited into school e.g. Hindu, Judaism, Christianity

Good links with the local church

Conferencing

Y6 Interviews

Teaching and Organisation

Development in SMSC will take place across most 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.

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 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.
- 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).

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.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors 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 are taught to appreciate their local environment and to develop a sense of responsibility to it.
- We visit local amenities.
- We welcome other schools.

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 the headteacher
- Regular discussion at staff and governors' meetings
- Audit of policies and schemes of work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.