

Milnthorpe Primary School



Social, Moral, Cultural and Spiritual (SMSC) Policy

Date of policy: March 2014

Date of review: March 2016

Responsibility of:

This policy was written by:

The policy was approved by the Governing body on:

The policy was distributed on:

Milnthorpe Primary School SMSC Policy

1 Aims and objectives

- 1.1 At Milnthorpe Primary School we strive to create a learning environment which promotes respect, diversity and self awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- 1.2 The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

We use the SEAL materials across school and closely link SMSC with our PSHE scheme of work.

We have an agreed set of non-negotiables for our children which they must experience during their time at Milnthorpe Primary School. These are:

Non-Negotiables

Experiences

Play a tuned musical instrument
Theatre visit out or in
Participate in community event both in and out of school
Take part in a performance
Take part in a sporting competition to represent school
Watch a sporting event
Outdoor experience
Residential experience
Involvement in charitable event
Visit a gallery/ art exhibition
Visit a museum
Experience live music
Cross-phase experience
Experience of other culture through link

Curriculum

Local study
World War 1. World War 2
Wider world - diversity
Farming

2 Spiritual Development

2.1 Definition

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

2.2 Our learning environment and curriculum

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles , (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self assessment, target setting activities)

3 Moral Development

3.1 Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

3.2 Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and phase assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).

4 Social Development

4.1 Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

4.2 Our learning environment and curriculum

At Milnthorpe Primary School social skills are developed through:

- Modeling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, cluster schools)

5 Cultural Development

5.1 Definition

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

5.2 Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.

6 Assessment for learning

6.1 Our teachers assess the children's work in SMSC both by making informal judgments as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learned.

6.2 We encourage our pupils to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the community.

7 Resources

7.1 We keep resources linked to studies of different cultures in a central store, in topic boxes. We have additional books in the library and resources for collective worship saved on the curriculum server. Each classroom has a display linked to

SMSC and posters linked to different topics are stored in the main resources room.

8 Monitoring and review

8.1 The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

8.2 The quality of teaching and learning in SMSC is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

8.3 This policy will be reviewed at least every two years.

Signed:

Date: