

A decorative graphic on the right side of the page. It features three blue circles of varying sizes and two thin blue lines. One large circle is at the top, a smaller one is in the middle, and a very large one is at the bottom right. The lines connect the circles and extend towards the top-left and bottom-right corners of the page.

Whartons Primary School SMSC Policy

Date of Policy: June 2022

**Member(s) of staff : Julia Dickson
Responsible:**

Review Date: June 2025

Introduction

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 other cultures.

This is a whole school issue.

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.

The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to a range of alternative views.

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.

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.

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 in line with the school's behaviour policy.

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 the teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles including our Golden Rules, values and pledges.
- To ensure a consistent approach to the delivery of SMSC issues across the curriculum and the general life of the school. facilitated through the mapped opportunities in our Jigsaw PSHE programme and planned for approaches identified in individual subject areas.
- 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

Provision for the spiritual development of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Knowledge of, and respect for, different people's faith, feelings and values,
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences

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.
- 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.

Moral development

Provision for the moral development of pupils includes developing their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

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.
- Take action for justice.
- Make informed and independent judgments.

Social Development

Provision for the social development of pupils includes developing their:

- Use of a range of social skills in different contexts
- Willingness to participate in a variety of communities, cooperating with others and being able to resolve conflicts effectively
- Acceptance of and positive engagement with the fundamental British values, mutual respect of those with different faiths, beliefs and identities.

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.
- Develop an 'I can do' philosophy.
- Develop their out of school hours learning.
- Develop understanding of children's rights alongside personal responsibilities.

Cultural Development

Provision for the cultural development of pupils includes developing their:

- Understanding and appreciation of the wide range of cultural influences.
- Understanding and appreciation of the range of different cultures in the school and further afield.
- Ability to recognise and value the things we share in common across cultural, religious, ethnic and socioeconomic communities.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths, beliefs and cultural diversity.

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 influence 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.
- Learn an additional language (to raise pupil aspirations and promote internationalism)

RE also has a contribution to make to a pupils emotional and intellectual development. As a school we will also promote opportunities which encourage the involvement of parents and carers in pupils' cultural development. E.g. 'Leeds Carnival'

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, facilitated through the mapped opportunities in our Jigsaw PSHE programme and planned for approaches identified in individual subject areas. Activities planned 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 Collective Worship will provide 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, both within the school and within the wider community.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness
- Curriculum areas provide opportunities to:
- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. Student leaders, Class monitors, Global Champions, Peer Mentors, Playground leaders, School Councillors and 'Buddies' who look after and guide younger children and new member of the school community.
- Encouraging teamwork in PE, games and out of school hours learning.
- Showing appreciation of the performances of other children regardless of ability, via celebration assemblies, performances, group work and learning partners.
- Hearing music from different composers, cultures and genres e.g. Composer of the month.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Links with the local community made through the encouragement of parental involvement in school life (Otley Carnival and show, supervising trips, parent forums, careers and aspirations week, sharing their culture or work with children in school, volunteering and supporting learning).
- Participation in live performances.
- Use of assembly themes to explore important aspects of: our and other cultures (e.g. festival days, the patron saints and national celebrations); Jigsaw themes such as Being Me in my World; Learning skills including relationships and risk taking and current local, national and global issues.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.

- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.

Links with the wider community

Visitors are welcomed into school.

Links with local places of worship are fostered through children visiting and visitors coming 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 (monthly newsletter, school website, daily reading with parents and teachers in the Early Year classrooms, Parent Forums and Curriculum information evenings).

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of teaching and learning opportunities throughout curriculum areas by SLT and subject leaders.
- SMSC next steps being part of the school development plan.
- Good practice in SMSC being shared with staff regularly.