

Toft Hill Primary School: Policy for SMSC

Rationale

At Toft Hill Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) 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.

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 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.

Definitions

We use the Ofsted 2014 definitions to help us define SMSC (Spiritual, Moral, Social and Cultural) development:

Spiritual = Beliefs, religious or otherwise, which inform children's perspective on life and their interest in, and respect of, different people's feelings and values. A 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 and willingness to reflect on their experiences.

Moral = Ability to recognise the difference between right and wrong and children's 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 = Use of a range of social skills in different contexts, including working and socialising with children 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 and societies function at a variety of levels.

Cultural = Understanding and having an 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.

Objectives

The teaching of SMSC is not planned as a stand-alone subject, it is incorporated throughout different elements of the official curriculum e.g. RE, drama etc. as well as through the hidden curriculum e.g. the culture and ethos created within school.

- recognise the importance of intuition, feelings and emotions
- learn from their experiences.
- balance different view points
- make their own judgements based on a knowledge of moral rules
- use these rules in making moral decisions.
- listen to others
- learn to take account of other views.
- recognise the important influence of culture in all its forms, in people's lives and on their actions, including their own, for good or ill.

Responsibilities

Head Teacher

The Head Teacher will actively support by encouraging staff, praising good practice, and supporting staff development and in-service training.

Curriculum Manager

The curriculum manager will actively support subject leaders with the development of their subject across the school providing a link to the Head Teacher. The Curriculum Manager will also report to the Governing Body.

Subject Leader

The Subject Leader will:

- Maintain high standards of subject knowledge by attending available courses, conferences and subject leader meetings.
- Be aware of national and local developments.
- Encourage and support staff in the implementation of the agreed curriculum.
- Maintain the policy and guidance documentation ensuring they are evaluated and revised as and when necessary.
- Arrange/deliver training as appropriate to meet the needs of individuals and the school.
- Develop curriculum enrichment activities e.g. visits/visitors to school.
- Liaise with other subject leaders to ensure coherence of approach across all subject areas

- Purchase, budget permitting, and organise all resources ensuring they are readily available and well maintained.

Class Teacher

The class teacher will be responsible for the teaching of SMSC as set out in this policy and guidance.

Inclusion

SMSC is seen as vital to all pupils whatever their ability or individual needs. Teachers provide opportunities that enable all pupils to make good progress including those pupils with special educational needs, those with disabilities, the more able and those pupils from disadvantaged backgrounds.

Equal opportunities

All children are provided with equal access to SMSC within the curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Assessment

SMSC will be assessed primarily through observations with classrooms, during whole school assemblies, during break times and when children are on school visits. Senior leaders along with the subject lead will ensure that children's SMSC development is evident in all aspects of school life.

Monitoring and evaluation

The effectiveness of the implementation of this policy will be reported to the Governing Body. This policy will be reviewed and revised as necessary but no later than January 2017.