Woodcroft Primary School

Spiritual, Moral, Social and Cultural Policy

Audience: All staff

Date of issue: *September 2022*

Review date: *September 2023*

Woodcroft Primary School

Spiritual, Moral, Social and Cultural (SMSC)

Policy and Guidelines

Mission statement

'Together Towards Success'

Together we aim for all our pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting, community where everyone feels valued.

Towards an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality for all pupils; overcoming potential barriers to learning and setting suitable personalised targets.

Success is expected for every pupil. Every pupil should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community. We are committed to ensuring that our pupils have high expectations of themselves with full commitment from all staff.

Introduction

This policy document sets out the schools aims, principles and strategies for the delivery of SMSC development throughout the school. This policy also supports and reinforces the aims of Woodcroft Primary School, valuing all pupils and staff equally and as individuals

At Woodcroft Primary School we recognise that the personal development of children - spiritually, morally, socially and culturally (SMSC) – is crucial for individual pupils and for society as a whole. We therefore aim to provide an education that ensures all our pupils have opportunities to grow, explore and develop. Our aim is……. to contribute to the Spiritual, Moral, Social and Cultural

Spiritual, Moral, Social and Cultural Development is cross curricular and underpins the aims and principles of all our policies which places the child at the centre of all we do.

- their own values and beliefs;
- their own spiritual awareness;
- their own high standards of personal behaviour;
- a positive, caring attitude towards other people;
- an understanding of their social and cultural traditions; together with an appreciation of the diversity and richness of their cultures.

We consciously facilitate opportunities in these four areas in the following ways:

SPIRITUAL DEVELOPMENT: This relates to the quest for individual identity and search for meaning and purpose to our existence.

This is developed by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through the implementation of 'The Woodcroft Code', Achievement Assemblies, Circle Times, detailed planning, all giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through Literacy and Drama, Music and Dance.
- Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, *School Council; Celebration Assemblies; Peer Mediators; Junior Travel Ambassadors; Computing Treehouse Keepers; Arts Council; Sports Ambassadors;*
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, regular visits to the local park and class gardens.
- Accommodating difference and respecting the integrity of individuals; for example, The Woodcroft Code, School Council, Sports Ambassadors, Arts Council, Sports Ambassadors, Play Leaders and Peer Mediators.
- Promoting teaching styles that:
- Value pupil questions and give them space for their own thoughts, ideas and concerns.
- Enable pupils to make connections between aspects of their learning.
- Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'who' 'why', 'when', 'where' 'what' and 'how'.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, *Behaviour Policy; Class Rules; Anti Bullying Week/E-Safety week.*
- Promoting racial, religious and other forms of equality (*Racial, Inclusion, Equal Opportunities, SEND policies).*
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong *(RE; History; Literacy; Assemblies; Drama; School Council; Sports Ambassadors; Arts Council; Play Leaders and Peer Mediators.*
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (*School Council; Drama; Safeguarding policy & practice*).
- Rewarding expressions of moral insights and good behaviour (*Achievement/Good Manners Assemblies; class reward systems; personal points;*
- Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for all, pupil welfare, respect for minority interests, (*whole school Charity Events; Celebration Assemblies; Assembly themes).*
- Recognising and respecting different cultural groups represented in the school and the wider community (whole school multi-cultural events and display boards, displays *celebrating religious festivals.*
- Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (*Behaviour Policy; Assembly themes).*
- Providing models of moral standards through the curriculum *(Literacy; History; RE; PSHE; Assembly; Drama).*
- Reinforcing the school's values through the use of posters, displays etc. (*'Be The Best You Can Be' displays, Dream Books, Sports Achievements and Cycling Achievements.*

SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society. This is supported by:

- Fostering a sense of community with common, inclusive values (*Assembly; Home-School Agreement; 'Friends of Woodcroft School (FOWs), events including Christmas & Summer fairs; Aim@Arts, partnership with theatre groups and open days for parents and carers to celebrate pupil's efforts).*
- Promoting all forms of equality in all subjects across the curriculum.
- Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (English; *RE and PSHE).*

- Providing positive experiences; for example, *special curriculum events, productions, school council, "The Wow Factor" and class assemblies.*
- Helping pupils develop personal qualities which are valued in society, for example, *thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect.*
- Helping pupils to understand the importance of striving for success and ensuring they are taught the skills to plan their steps to success.
- Providing opportunities to participate in the democratic process and participate in making community decisions *(School Council together with votes in class on a variety of issues).*
- Providing children with opportunities to exercise leadership and responsibility (*School Council Leaders, Class monitors; Sports Ambassadors; Arts Council, Junior Travel Ambassadors; Peer Mediators and Play Leaders.*
- Welcoming parents/carers into our school and keeping them informed of developments (*website; newsletter and notice board)*
- **CULTURAL DEVELOPMENT:** refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:
- Providing children with opportunities to explore their own cultural assumptions and values.
- Celebrating the attitudes, values and traditions of diverse cultures (*Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals through Aim@ Arts.*
- Recognising and nurturing particular gifts and talents through *Aim@Arts, dance and music events and sports events with pupils competing with other schools*
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness *(through drama, music and dance groups).*
- Reinforcing the school's cultural values through displays and photos.