



# **Spiritual, Moral, Social and Cultural Policy**

**September 2019**

## **Aims and Objectives**

### **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE and RE lessons. In our PSHE scheme (Jigsaw), SMSC opportunities are highlighted to and draw out by the teacher.

# **SPIRITUAL**

### **The Spiritual Development of children is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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
- willingness to reflect on their experiences

### **We encourage this development by:**

- Assemblies on a Monday, Tuesday and Friday.
- Celebration of different religious festivals, as well as Christian Values, cultural events and special themes through our RE syllabus including elements of the Christmas and Easter stories as told in the Bible.
- Weekly whole school Sharing Assemblies (Friday).
- Golden rules known, displayed and adhered to by everyone in school.
- RE curriculum planning.
- PSHE curriculum (Jigsaw).
- Curriculum links and projects in subjects such as Technology e.g. mechanisms and Science e.g. Space, lifecycles.
- Providing a wide range of playtime equipment.
- Charity links and fundraising: Local Food bank collection and delivery of harvest foods to local pensioners at Harvest.
- Red Nose day and Children in Need collections; Christmas Shoe Box appeal
- Parental involvement in charity fundraising through events such as coffee mornings for Macmillan.
- School Prayer displayed and regularly used in classes.

- Planned visits from leaders from other faiths such as Father Mervin and Diwali workshops in Y3 run by a Hindu.
- Planned visits to places of worship of other faiths e.g. Y5 visit Sikh Gurdwara.
- Healthy Lifestyles week where the children's mental and spiritual health is a key element.
- Reflection time in assembly and at the beginning of timetabled, weekly PSHE lessons.
- Annual focus weeks such as Multi-cultural week and creative week.

## **MORAL**

### **The Moral Development of children is shown by their:**

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

### **We encourage this development by:**

- Collective worship led by member of staff
- Celebration of different religious festivals, as well as Christian Values, cultural events and special themes through planned assembly themes linked to our PSHE scheme (Jigsaw).
- Weekly whole school Sharing Assemblies on a Friday.
- Golden rules known, displayed and adhered to by everyone in school.
- RE curriculum planning.
- School aims, values and principles for learning and teaching stated in our prospectus, on our website and promoted through daily school life.
- PSHE curriculum (Jigsaw).
- Golden rules displayed and referred to in every classroom.
- Charity links and fundraising: Local Food bank collection and delivery of harvest foods to local pensioners at Harvest.
- Red Nose day and Children in Need collections; Christmas Shoe Box appeal
- Parental involvement in charity fundraising through events such as coffee mornings for Macmillan.

- Work of the School Council – planning fundraising, contributing to school prospectus, conducting Pupil surveys etc.
- Fair trade awareness during topics such as South America in Y5 and in Healthy lifestyles week.
- Quality of adult-child and child-child interaction.
- Variety of after school clubs to support children’s personal development, choices and teamwork is modelled and encouraged.

## **SOCIAL**

### **The Social Development of children is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils 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
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

### **We encourage this development by:**

- Assemblies on a Monday, Tuesday and Friday.
- Celebration of different religious festivals, as well as Christian Values, cultural events and special themes through our RE syllabus including elements of the Christmas and Easter stories as told in the Bible.
- Weekly whole school Sharing Assemblies on a Friday.
- Golden rules known, displayed and adhered to by everyone in school.
- Playtimes where children from all year groups mix.
- PSHE curriculum (Jigsaw).
- School aims, values and principles for learning and teaching stated in our prospectus, on our website and promoted through daily school life.
- Behaviour Policy focuses on encouraging positive relationships
- Playtime equipment and mixed age ball games and playtime activities. Year 6 Playtime buddies.

- Year 6 responsibilities in school including class prefects, corridor prefects and playground buddies.
- Work of the School Council – planning fundraising, contributing to school prospectus, conducting Pupil surveys etc.
- Annual Enterprise Week where children work collaboratively to create a product to sell to raise money for school funds.
- Each child has curricular targets.
- Annual residential visit to Thurston in Y6.
- Whole school Harvest, Christmas and Easter services, some of which are held at our local church, All Saints.
- Charity links and fundraising: Local Food bank collection and delivery of harvest foods to local pensioners at Harvest.
- Red Nose day and Children in Need collections; Christmas Shoe Box appeal; Parental involvement in charity fundraising such as Macmillan coffee mornings.
- Families invited into school for events e.g. Shakespeare performance in our Shakespeare week, termly school fayres, sports day and school plays
- Links with local community – choir sings at local care home.
- Classes vote for School Council members.
- Transition work – Y2 – Y3, Y6 – Y7 transition days, whole school transition day and visits to local comprehensive school for ‘A Day in the Life of Boldon School.’
- Annual focus weeks such as Staying Safe week and Internet Safety Day.
- Operation Encompass – Next Steps.

## **CULTURAL**

### **The Cultural Development of children is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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

- **We encourage this development by:**
- Assemblies on a Monday, Tuesday and Friday.
- Celebration of different religious festivals, as well as Christian Values, cultural events and special themes through our RE syllabus including elements of the Christmas and Easter stories as told in the Bible.
- Weekly whole school Sharing Assemblies on a Friday.
- Playtimes where children from all year groups mix.
- PSHE curriculum (Jigsaw).
- School aims, values and principles for learning and teaching stated in our prospectus, on our website and promoted through daily school life.
- Playtime equipment and mixed age ball games and playtime activities. Year 6 Playtime buddies.
- Year 6 responsibilities in school including class prefects, corridor prefects and playground buddies.
- HT reports to Governors – curriculum events such as ‘Multi-cultural Week’.
- Annual focus weeks such as Multi-cultural Week, Maths Science and Technology Week and Creative Week.
- Planned visits to places of worship of other faiths e.g. Y5 visit Sikh Gurdwara.
- Planned visits from leaders from other faiths such as Father Mervin and Diwali workshops in Y3 run by a Hindu.
- Planned visits to museums and visits from sporting personalities e.g. Newcastle Eagles basketball team and our annual sponsorship even where children meet an Olympic athlete.
- MFL curriculum
- Variety of after school clubs to support children’s personal development, choices where teamwork is modelled and encouraged
- Cross-Curricular links and projects such as during Geography topics, looking at the populations and cultural similarities and differences around the world e.g. Y4 North America, Y5 South America.
- Range of multi-cultural books and resources in school and within school library.
- We attend musical events at The Custom’s House and at The Sage.
- Sporting events of all children, both in school and interschool festivals and competitions.