



Toner Avenue School
Tradition Achievement Success

SMSC Policy

Updated: September 2021

Review: July 2022



Spiritual, Moral, Social and Cultrual (SMSC) Policy

September 2021

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on _____

It is due for review in October 16

Head Teacher:	Date:
Chair of Governors:	Date:



Contents:

TONER AVENUE SCHOOL VISION STATEMENT

At Toner Avenue we want every child to be the best that they can be.
We want every child to be safe, healthy and happy.
We want every child to make great progress, have success and believe in themselves.

TONER AVENUE SCHOOL AIMS

We strive to meet the needs of every child every day.

Every child is entitled to high quality education.

Teaching should be fun, interactive and inspiring.

Meeting the needs of individual children and families is at the heart of what we do.

Every member of the school community is valued and respected and we expect all members to value and respect each other.

Our school is at the heart of our community. We are proud of our school, our community and how we work together. We are open to new opportunities that support and challenge us to improve. We want our community to be involved in school life and the education of the children.

We will achieve our aims by putting the children first and working together to support and challenge all members of the school community to be their best.

Introduction

At Toner Avenue Primary, 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 cultural traditions and an appreciation of the diversity and richness of the cultures.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this should be planned in each area of the curriculum. Staff should model and promote expected behaviour, treating all people equally as unique and valuable individuals and showing concern and respect for pupils and their families. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

We will teach all pupils to differentiate between right and wrong. They should be aware that their actions affect other people. They will be encouraged to value themselves and others.



Pupils will be encouraged to understand the need for rules and the need to abide by rules for the good of everyone. School and classroom responsibilities reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

Aims:

- To ensure everyone connected to Toner Avenue Primary 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 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

Spiritual development is essential to helping pupils to value everyone as a unique human being. It involves reflecting on organised religion and the concept of a deity as an important focus of faith for many people but also on different belief structures not based on religion per se. Spiritual development includes opportunities for pupils to encounter all the positive aspects of human experience.

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Feel happiness, pride, forgiveness and responsibility
- Develop their capacity for critical and independent thought.
- Exercise their capacity for creativity, curiosity, questioning and exploring
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Form and maintain worthwhile and satisfying relationships.
- Empathise with others at times of joy and tragedy
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral development

Moral development enables pupils to value and improve their relationships and is central to the smooth running of our school and wider community.

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.
- Make informed and independent judgements



Social Development

Social development is the foundation for education in PSHE and extra-curricular activities at Toner Avenue.

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.
- Contribute confidently to the well-being of friendship groups and the wider community
- Learn to work with others for the common good

Cultural Development

Cultural development enables pupils to appreciate that creativity and imagination is stronger because of the communities and society to which they belong.

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 this has influenced 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.

HOW WE PROMOTE BRITISH VALUES AS PART OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.

Mutual respect and tolerance of those of different faiths and beliefs.

Our curriculum explores a range of different faiths and beliefs. Opportunities for visits and visitors from a range of faiths are planned.

We have recently formed links with a new, local foodbank. We have held 'Food Drives' as linked with our Harvest Festival to collect donations, actively supporting people living in our school's locality. In addition to this, we regularly support organisations who help people in need within the wider world. We collect for the Shoebox Appeal each year and we arrange fundraising activities for Children in Need, Comic Relief, Anti-Bullying Week etc.

Our PSHE curriculum has bi-weekly and termly topics which are discussed in assemblies and lessons. All of these themes contribute towards supporting the spiritual, moral, social and cultural development of pupils.

We strive to prepare our students for life in modern Britain and help them make the best choices to stay safe.

TEACHING AND ORGANISATION

Development in SMSC will take place across all curriculum areas, within activities 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. Teaching across the school will encourage the skills and



attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs, share thoughts and feelings with other people.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others, considering others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically, mentally, culturally and spiritually different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

WHERE YOU CAN FIND SMSC IN TONER AVENUE

- The immersive curriculum (With specific reference to Welly Week, PSHE and RE).
- The Religious Education Curriculum
- The PSHE Curriculum
- School Houses/House Captains/House Cups.
- Assemblies.
- Behaviour policy.
- Extra-curricular activities.
- Educational visits.
- Student Council.
- Special days (fundraising *Macmillan Coffee Morning, Cake Sale*, immersion days *Topic Projects display for parents, Educational visits, Bikeability, Road Safety Initiative.*).
- Displays within classrooms.
- Staff training with Public Health Practitioner (Children & Young People) for South Tyneside.

BRITISH VALUES

We promote ‘British Values’ through our whole school ethos and our broad curriculum which supports the development of well-rounded British Citizens.

We recognise that such development is most successful when these British values and attitudes are promoted by all staff and provide a model of behaviour for our pupils.

Throughout the school the curriculum offers broad and balanced opportunities which can promote British Values consistently.

‘British Values’ have been identified as:



Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. Our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as McMillian Coffee Morning and Anti-Bullying Week.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with support both from within school and externally. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.



Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing education about events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Toner Avenue are happy, well cared for and able to learn the skills they need to live a fulfilling life as part of their community.

LINKS WITH THE WIDER COMMUNITY

Visitors are welcomed into school on a regular basis to enrich the curriculum. 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. Pupils are now able to include parents in their immersive topics through their home projects and display morning for the projects.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it. This has been included throughout the curriculum and particularly during Welly Week where pupils spend a focused week on the promotion of their local environment and how it can support their academic progress.

This also allows us to provide children with visits to enrich their curriculum and provide children rich, real opportunities to explore different places, meet different people and take part in different experiences.

MONITORING AND EVALUATION

Provision for SMSC will be monitored and reviewed by:

- Monitoring of lesson plans and the observation of teaching and learning.
- Audit of policies and schemes of work
- Sharing of classroom work and practice.
- Audit of Collective Worship practice.
- Regular inclusion in CDP.
- Annual review of aspects of the extended curriculum (visits/clubs etc.)