

Pendragon Community Primary School



Spiritual. Moral, Social and Cultural Policy

LEAD PERSON: Headteacher

AGREED BY STAFF:

AGREED BY GOVERNORS:

REVIEW DATE: Summer 2020

At Pendragon Primary School 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 and high standards of personal behaviour. We encourage a caring attitude towards other people; an understanding of diverse cultural traditions and an appreciation of other cultures. This is encompassed in our school aims and statement of purpose.

Guidelines

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.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals .

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

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.

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 teachers' planning and purchasing decisions.

General 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.

The four core areas of SMSC are:

Spiritual Development
Moral Development
Social Development
Cultural Development

Appendix 1 further outlines learning opportunities for each of the four core areas of SMSC as well as giving practical examples:

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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give 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.

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

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 or mentally different.

Agree and disagree.

Take turns and share equipment.

Work co-operatively and collaboratively.

Links with the wider community

Visitors are welcomed into school.

Links with the Church are fostered through links with the local churches through assemblies.

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

Monitoring and Evaluation

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

This is achieved by:

- Monitoring of lesson plans and teaching and learning by co-coordinator / head-teacher / governor.

- Regular discussion at staff and governors' meetings

- Audit of policies and Schemes of Work.

- Updating cultural entitlement statement see appendix 2

- Sharing of classroom work and practice.

- Audit of Collective Worship policy and practice.

Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values expressed in the aims of the school and its statement of purpose.

Signed:

Date:

APPENDIX 1

Spiritual

To sustain their Self esteem:

Climate of praise: Personal targets, stickers, certificates, Head Teacher awards, praise in class and assembly; caught you being good slips, displays in class & school
Showing work to class, whole school in assembly, to head teacher
Staff who aim to praise and educate first rather than tell off, condemn
Staff who listen to and respond to pupils ideas & concerns
Staff who allow for spontaneity

Develop their capacity for critical & Independent thought:

School Council, class council, Eco Committee
Pupils who volunteer to run school clubs

Foster pupils Emotional life and express feelings:

Circle time
PSHE curriculum
Class & school rewards
Collective worship / Assemblies
Happy/ Sad club

Experience moments of Stillness & Reflection:

Time for reflection in assembly and option of prayer
Stilling, contemplation in RE lessons

Discuss their beliefs, feelings, values and responses to personal experiences

Show & Tell; Circle Time; Class & School Council and Class discussion

Beliefs and values in curriculum: i.e self expression in art,

Beliefs, values from other religions, the similarities, core beliefs (10 commandments, 8 fold path etc)

Class story

Form and maintain worthwhile and satisfying Relationships:

Working individually, pairs, teams etc.

Staff who create a positive role model

Staff who are consistent / fair when dealing with others

Reflect on, consider and celebrate the wonders and mysteries of life.

Awe & wonder activities in curriculum and RE, class / circle time

Time to reflect upon, appreciate and begin to understand terms such as beauty, truth, love, good, bad, paradoxes, ambiguities and mysteries

Moral

Recognise the unique value of each individual.

Congratulating others, right thoughts and praise

Suggesting another pupil for Friday award

Head Teacher's Award

Community awards

Class praise in lessons, praise for achievement as well as attainment

Listen and respond appropriately to the views of others.

Circle time, Class council, in all lessons especially plenary

Willingness to express their thoughts and feelings

Opportunities in lessons to take part

That active learning includes listening as well as taking part.

Appreciate the moral dimension to curriculum subjects: PE - rules, Science - genetics, History - slavery

Gain the confidence to cope with setbacks and learn from mistakes.

In all activities pupils are 'expected' to try, to have a go. Secure in the knowledge that they can learn from 'failure'

That when pupils misbehave they are given the opportunity to apologise and try again.

Take initiative and act responsibly with consideration for others.

School / class council system

Class fund raising for playground equipment

Choosing new equipment

School monitors and responsibilities eg problem solvers

Distinguish between right & wrong

Clear moral / positive behaviour code

Positive Behaviour policy: 3 intervention strategy: Pupils to think about what they did, why and what they will do next time. Emphasis on pupil coming up with ideas.

Pupils to think actions through, recognise that their actions are chosen and there are consequences both positive & negative.

Golden Rules / playground rules

Class Rules

Show respect for environment

Eco Committee: run by parent & pupils: identifying needs / changes

Recycling: paper, fruit etc

Litter picking

Make informed & independent judgements:

School & Class Councils

Bring suggestions to Head & Governors

Mantle of Expert work

Social

Develop an understanding of their individual and group identity:

Methods of working in class: individual. Pairs, groups, class, cross year groups, cross key stages, mixed or single ability, mixed or single gender

Events specifically for split cohorts / year groups

Team events: sports day, reward system

Assemblies to develop whole school identity

School and class rules

Racial, religious, gender or social equality in lessons, school life

Class council,

School council: elections
Year groups work together on special days
School performances and class assemblies
School rules and playground rules
Social skills groups when required

Learn about service in the school & wider community:
Preparation for assembly
Class / school monitors
School Council work
Cleaning up class & school, volunteering to help other class teachers prepare for lessons.
Play leaders and problem solvers at playtime
Contribute to village magazine
Singing at Christmas to Day centre and hospital

Begin to understand the imperative for Social Justice and concern for the disadvantaged.
Charity fundraising
Disaster appeals
School Council meetings

Cultural:

Recognise the value & richness of Cultural diversity / similarity in Britain, and how these influenced individuals and society.
Understanding and celebration of own culture / imagery: religious festivals, cultural festivals, Christian & pagan origins (Plough Monday) St Georges day
Understanding of non-Christian religious traditions i.e. Chinese New Year
Understanding of different cultures in time & place
Develop an atmosphere of understanding, acceptance and respect.
Music in assembly: religious, personal choice, staff & pupil choice
Parents / visitors in to celebrate different cultures / festivals
RE scheme
Music / Art / PE scheme: from different cultures
Links to curriculum: art, science, Numeracy etc.
Appreciation that there are similarities between cultures / religions and not just differences
Making links to different people: locally, nationally & internationally
New book selection from different cultures / faiths

Develop an understanding of their social & cultural environment
School ethos
Taking part in school events: supporting the school
Encouraging parental support out of & in school
School concerts, music concerts, Christmas
School events: Childline cake sale, Decoration Day

Develop an understanding of Britain's local, national, European, Commonwealth and world wide awareness

Books in library

History scheme

Awareness of cultural icons from different cultures and especially from different ethnic, religious communities within UK (ie Mary Seacole)

Establishing links with other schools.

Appendix 2 Cultural entitlement at Pendragon Primary School