



**HALFWAY JUNIOR SCHOOL**



**SMSC (Spiritual, Moral, Social & Cultural Policy)**

**March 2015**

Review: Jan 2015

**“Supporting Each Other to Achieve Success for All”**





- interest in investigating, and offering reasoned views about, moral and ethical issues

### Social Development

Pupils' social development 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
- interest in, and understanding of, the way communities and societies function at a variety of levels

### Cultural

Pupils' cultural development is shown by their:

- understanding and 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

### **Aims**

At Halfway Junior 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. Our children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

We 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 and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of different cultures. We aim to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. All staff model and promote expected behaviour, showing respect for each other, the pupils and their families.

Our school community will help students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they

do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

## **Planning**

The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

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, RE and Circle Time activities.

Moral values, principles and spirituality will be explored throughout the curriculum and especially in RE and reflection during assemblies. The integrity and spirituality of all faiths will be respected and explored. Pupils are given access to alternative views and a diversity of spiritual traditions.

Children are encouraged to differentiate between right and wrong and look at how their actions may affect others. They are encouraged to value themselves and others. They are encouraged to understand the need for rules for the good of everyone in the school family. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements.

## **Learning and teaching**

### **Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Reflection and thanks giving
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

## **Moral Development**

**At Halfway Junior School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:**

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience
- Develop an understanding to know how citizens can influence decision-making through the democratic process

**Our school develops pupil moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective reflection and thanks giving assemblies, circle time, Social Skills groups, SEAL/PSHE and Philosophy for children (P4C) sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, family proud sessions and other projects.

## **Social Development**

**At Halfway Junior School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:**

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

**Our school develops pupil social development by:**

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility such as school council representatives, Peer mediation members etc
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

## **Cultural Development**

**Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.**

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

### **Our school develops pupils' cultural development by:**

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, ECO & School Council

## **Links with the wider community**

Visitors are welcomed into our school.

Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged.

Visiting groups such as theatre or musical events are planned throughout the year.

Children are taught to appreciate and take responsibility for the environment.

We liaise with local schools, individuals and groups within our local community.

## **Monitoring and implementation of the policy**

Provision for SMSC is monitored and reviewed by the SLT, teachers and governors.

Regular discussions are held at staff meetings.

Staff share classroom work and practice.

The implementation of this policy is the responsibility of all staff.

This policy has been reviewed and approved by the Governing Body

Signed .....

Date.....

Review date.....