

## Spiritual, Moral, Social and Cultural (SMSC) Policy

### Aims and objectives

At Thomas Gray Primary School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. All staff aim to model and promote expected behaviour treating everyone as unique individuals and showing respect for each other, the pupils and their families.

Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

### Spiritual Development

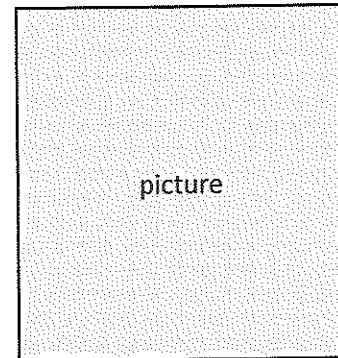


#### Definition:

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

*Ofsted Definition* – Pupils spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform **their perspective on life** and their **interest in** and **respect for different people's feeling and values.**
- 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.**



Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)
- Encouragement of reflection and perspective through chosen charities and fundraising events.

### Assessment for Learning


Our teachers assess the children's work in SMSC both by making informal judgements, as they observe them during lessons and extra-curricular activities and through marking work and speaking to the children about how they feel and what they have learned.

There are built-in assessment tasks at the end of each half termly Jigsaw PSHE piece which provides formal teacher assessment and a chance for the children to assess their own learning. Each child also has a Jigsaw Praise Page in their journal to reward good work and effort.

Each year group also has a Class SMSC book which keeps a record of SMSC events and opportunities which occur within that class.

### Monitoring and Review

Provision for SMSC is monitored and reviewed by SMT, teachers and governors. The subject co-ordinator supports colleagues by keeping them informed about current developments in the subject. The implementation of this policy is the responsibility of all staff and regular discussion are held at staff meetings.

Signed: AP Taylor 

Date: 5/12/17 5/12/17

Date to be reviewed: September 2020

## Moral Development

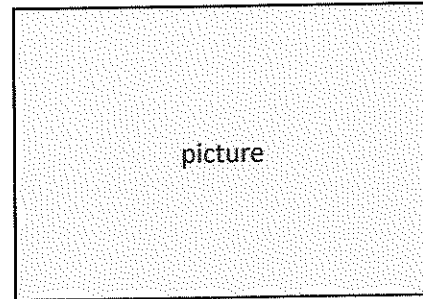


### Definition:

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

*Ofsted Definition* – Pupils moral development is shown by their:

- Ability to **recognise** the difference between **right** and **wrong** and their readiness to **apply** this understanding **in their own lives.**
- Understanding of the **consequences of their actions**
- **Interest in investigating**, and offered reasoned views about, **moral and ethical issues.**



## Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Whole school Learning Charter and class rules, agreed with children and displayed in the school and classrooms.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Assemblies that discuss moral values and cite expectations, including our bucket filling, character strengths, promotion of our British Values, and Jigsaw weekly celebrations which support and celebrate our whole school ethos.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, (character studies, studies of historical figures).

## Social Development

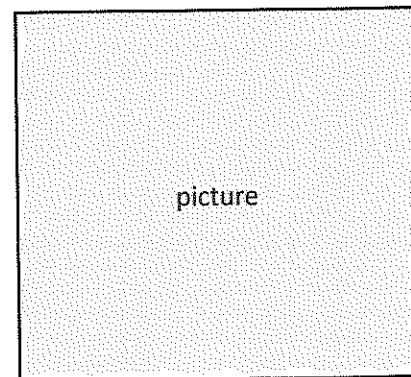


### Definition:

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupils social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

*Ofsted Definition* – Pupils social development is shown by their:

- **Use** of a range of **social skills** in **different contexts**, including **working** and **socializing** with pupils from **different religious, ethnic and socio-economic backgrounds.**
- **Willingness to participate** in a **variety of social settings**, **cooperating will 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.



## Our learning environment and curriculum

At Thomas Gray Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Our bucket buddy system
- Turn taking and team building activities
- Paired and small group work within the classroom
- Working with others across the local community
- Enrichment and enhancement opportunities

## Cultural Development

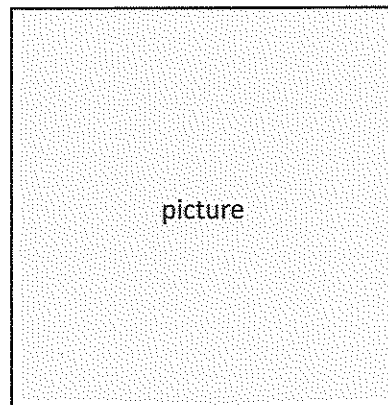


### Definition:

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

*Ofsted Definition* – 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**.



## Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of local and National fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.