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.

Our learning environment and curriculum
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)

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

Our learning environment and curriculum
The classroom environment and curriculum promote moral development through:
□ Codes of conduct and class rules, agreed with children and displayed in the classroom.
□ Clear and consistent rewards and sanctions that children understand and believe to be fair.
□ Class assemblies that discuss moral values and cite expectations.
□ 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 pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our learning environment and curriculum
At Thomas Gray Primary School social skills are developed through:
- Modeling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Our buddy system at lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community

Cultural Development
Definition
Cultural development enables learner's 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.

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.
Links with an international school in Spain

Provision of Teaching and Learning
At Thomas Gray we recognise that all curriculum areas provide opportunities to contribute to SMSC development for example:
In **English**
developing confidence and expertise in language, which is an important aspect of individual and social identity
developing pupils' awareness of moral and social issues in fiction, journalism, magazines, film, radio, television and the media
In **Science**
reflecting on the wonder of the natural world and being aware of the ways that science and technology can affect society and the environment
In **ICT**
making clear guidelines about the ethical use of the internet and other forms of communication technology

In **History**
looking at the establishment of multicultural Britain
In **Geography**
providing opportunities for reflection on creation, earth's origins, future and diversity
In **MFL**
gaining insights into the way of life, cultural traditions, differences in food and diet and moral and social developments of other people
In **Art**
giving pupils the chance to reflect on nature, their environment and surroundings
In **Music**
looking at the way music can change moods and behaviour

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 speaking to the children about how they feel and what they have learned.

Monitoring and review

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

Signed:

Date: