



SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) EDUCATION POLICY

Introduction

At Frances Olive Anderson C of E Primary School we have clearly defined aims and objectives for all involved in our school. All new parents receive a copy of the aims of the school in our school brochure.

High standards of behaviour and attitudes are expected from both pupils and staff. Guidelines and further details of this are included in the school's behaviour policy.

By expecting high standards of behaviour the children are provided with the quality of relationships to which they are entitled. They are also able to access a curriculum and the teaching to promote personal development in all its forms.

As stated in the National Curriculum, our aim is that our school curriculum should promote pupils' spiritual, moral, social and cultural development. We aim to prepare all pupils for the opportunities, responsibilities and experiences of life.

Implementation

We use 'Jigsaw, The mindful approach to Personal, Social and Health Education (PSHE) as the basis of our structured PHSE and SMSC curriculum. This brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is used as a whole school approach at Frances Olive Anderson C of E Primary School, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw which are taught in sequence from September to July:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions:

- one is based on specific PSHE learning (covering the non-statutory national framework for PSHE education but enhanced to address children's needs today);
- the other is based on emotional literacy and social skills.

The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. Please contact PHSE subject leader (Sarah Woolley) for more information.



At Frances Olive Anderson C of E Primary School, we know that every action or word contributes to the development of values and skills for our children. We recognise that these need to be promoted through our everyday interactions. This culture is embedded in all we do and especially within the 'hidden' curriculum.

Spiritual Development

Spiritual Development is the aspect of inner self through which pupils acquire insights into their personal existence, which are of enduring worth. It occurs through reflection on their own and other people's lives and beliefs and their environment. 'Spiritual' is not synonymous with religious; it is the responsibility of the whole school, and is integrated into the whole curriculum, including extra curricular activities.

At our school we welcome the diversity and breadth of spiritual understanding held by members of our school; pupils, staff and parents.

We encourage spiritual development in various ways. School assemblies introduce the children to beliefs, ideas and practices of Christianity as well as other faiths. (See RE and Collective Worship guidance for further information) 'Circle Time', group discussions, assemblies, PSHE and school council meetings encourage mutual respect.

At our school we try to create an environment that is aesthetically pleasing with a variety of interesting, stimulating experiences which encourage the children to question and wonder about the world. Poetry, music, art and drama, as well as RE, are used to develop awareness of beliefs, moods, themes and emotions. We place great emphasis on listening, sharing and respect. This allows the children to feel secure and confident enough to contribute and share experiences from their own life and may provide insights previously unexplored.

Moral and Social Development

Moral and Social Developments are closely related, especially at primary age. Moral development concerns fundamental judgements and perceptions about how we should behave and act, and gives reasons for such behaviours. It includes questions of intention, motive and attitude, and in particular develops principles for distinguishing between right and wrong. Social development relates to those skills and personal qualities necessary to play a full part in society.

Our school helps its pupils to arrive at the understanding of morality by fostering its own values of respect for self, others and the environment which are shared with pupils and parents. PSHE lessons allow teachers, children and support staff the opportunity to discuss ideas, listen to others, share views and role play situations. Circle Time and assemblies enable children to share and discuss ideas in a setting where they will be listened to with respect. Other issues that occur in the classrooms are picked up at these times as well. A great deal of this work, by its nature, requires children to develop social skills to deal with others, including their peers, adults and the wider community.

At the beginning of each academic year each class decides on its own class rules, with the children encouraged to put forward their own ideas and expectations of behaviour. The class rules are based on values of respect for self, individuals, property and the environment and reinforce the values held by the school and listed in our Children's Charter (High 5 rules).



Cultural Development

Cultural Development refers to the pupils increasing understanding and command of those beliefs, values, customs, knowledge and skills, which taken together, form the basis of identity and cohesion in societies and groups.

At our school we encourage pupils' cultural development by deepening their understanding of their own cultural interests and achievements, and enrich and broaden their experience of all aspects of culture, whether aesthetic, mathematical, literary, technological, musical, scientific, political, economic or religious. We will do this in a variety of ways.

1. Learning about historical figures that have contributed to developing our society in a particular way e.g. Queen Victoria, William Wilberforce, Mother Theresa, Mary Secol
2. Visiting churches, museums and places of interest
3. Observing special days throughout the year e.g. Remembrance Day, Mothering Sunday, Easter Sunday, Pentecost
4. Listening to and responding to a variety of music – modern, classical, from other cultures
5. Looking at the works of famous artists from a variety of cultures
6. Reading and listening to a variety of literature – poetry, stories, myths, legends

At Frances Olive Anderson C of E Primary School we have respect for, and understanding of, all cultures, which is nurtured, not only through assemblies and more formal teaching, but also through the school's ethos, which values all children and welcomes the diversity of experience each child brings into our school family.

Early Years Foundation Stage

SMSC is incorporated into all the Areas of Learning and Development, but is explored more specifically in Personal, Social, and Health Education.

Equal Opportunities

All pupils at our school have equal access to the school and the National Curriculum, irrespective of race, gender or ability. This therefore gives all pupils the opportunity to develop knowledge, understanding, skills and attitude necessary for their self- fulfilment, and development as active and responsible citizens of the world.

Community Links

By its very nature Spiritual, Moral, Social and Cultural education has direct links with the wider community. Parents and members of organisations within the wider community will be used to help children develop respect and understanding of other cultures, of the environment and of other groups of faiths. The children will have the opportunity to visit local places of interest and visitors into the school will broaden and enrich their knowledge, understanding and appreciation of the world around them, giving them a deeper understanding of their role within society.



Monitoring

The Head teacher, Subject Leaders and nominated governors will monitor planning, and pupil conference to ensure opportunities for SMSC education are being used effectively. Cross curricular links are encouraged, and will be monitored, especially in areas such as art, PSHE, RE, music, literacy and numeracy.

Review

The Head teacher and staff will review this policy **every three years**. Any suggested amendments will be presented for discussion and approval by the Governing Body.

Approved by the Governing Body in October 2018

To be reviewed in July 2021