



The Governors of

*Herons Dale Primary  
School*

have adopted the following policy:

**Social, Moral, Spiritual and Cultural Development**

**Reviewed by:** Isabel Robson

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# SMSC

## Rationale

At Herons Dale, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and as such it permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

## Defining Terms

### **Social development**

The social development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Demonstration of respect for others
- Acceptance and engagement with 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (Please see British Values Policy).

### **Moral development**

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions and making choices relating to this
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### **Spiritual development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.
- Exploration and development of feelings and emotions
- Personality, individuality and uniqueness

### **Cultural development**

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- Explorations of values, beliefs, customs, foods, artefacts and stories

# SMSC

## Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

### Social

- Children learn to be effective communicators through the school's Total Communication approach, including the use of symbols, photos, PECS, technology and Makaton.
- Pupils have opportunities to interact with visitors and volunteers
- Each class is Buddied with another to support children interacting with a range of peers
- Each pupil is a member of a colour team as part of the whole school reward system. Teams get together to work on projects and celebrate achievements.
- There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- Circle times feature in all classes promoting turn taking and social interaction.
- The PSHCE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Educational visits within the community

### Moral

- There is an agreed reward system in place so that all children can earn points for good behaviour as well as academic achievement. The team points are collected and the winning team have the opportunity to celebrate together
- Star of the Week Assembly recognises moral achievements through the award of Stars such as Buddies Star and Class Stars
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- Behaviour Support Plans are agreed and implemented with the help of the behaviour team.
- The PSHCE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.
- School Council listens to the views of the school community and supports making good choices.

### Spiritual

- Enrichment days are held regularly; particularly for those children accessing the Impacts Curriculum
- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in daily reflections through assemblies and circle times.
- Through PSHCE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Mealtimes start with a collective prayer led by a member of staff.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise

### Cultural

- There are regular celebrations of religious festivals over the year including harvest, Divali, Christmas, Easter, Eid, Chinese New Year.
- Geography and RE have units on other cultures and religions.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

## SMSC

### **Where you can find SMSC in Herons Dale Primary School**

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council)
- Special days (fundraising, cultural experiences and enrichment days)