



## Nevill Road Junior School

<b>Title</b>	<b>SMSC Policy</b>
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<b>Approved by</b>	<b>Curriculum and Standards committee</b>
<b>Review Date</b>	<b>Spring 2019</b>

**Purpose**

The purpose of this policy is to ensure that school provides opportunities for pupils **to develop spiritually, morally, socially and culturally.**

**Content**

All aspects of school life and the curriculum have the potential to contribute to these areas of development. We believe that the foundations of spiritual, moral, social and cultural development are laid at home. We aim to promote this within our children by complementing and supporting the work of parents and carers.

**The place of spiritual, moral, social and cultural development**

It is important to recognise the role of the school in promoting these areas of development. We want to have a positive effect on how children think about themselves and the world, about their notions of right and wrong, how they relate to others and their appreciation of the richness of their own and other ways of life.

**Spiritual Development at Nevill Road Juniors**

We believe this relates to individual identity and the search for meaning and purpose in our existence. At Nevill Road Juniors, we aim to contribute to our children's sense of dignity, self-value, personal identity. We want our children to think, appreciate, reflect, question, overcome, wonder love and work together.

**Moral Development at Nevill Road Juniors**

We believe that moral development relates to human behavior, distinguishing the difference between right and wrong. At Nevill Road Juniors we work towards pupils developing the ability to make judgements and to become increasingly responsible for their own actions and behaviour. We do so through a clear Behaviour policy that is shared with all children and parents. Expectations of good behaviour are high throughout the school and restorative approach used to ensure all children are given the opportunity to share their unique perspective and be listened to.

**Social Development at Nevill Road Juniors**

We believe that social development helps our children understand how live effectively and empathetically in and through community. We believe that good relationships , based on mutual respect and love are the key to a harmonious environment where all can work together towards the common good. We further believe that what is learned in our school community will enable our children to understand the wider community and their role in society. Effective social development enables us to experience the positive and satisfying elements of belonging to a group along and the rights that citizenship offers with the demands, responsibilities and obligations of such membership. Social development embeds our wider curriculum and behavior policy. It is corroborated with our ongoing work to enable pupils to understand British values.

**Cultural Development at Nevill Road Juniors**

We believe that cultural development educates our children in beliefs and knowledge about cultures, diversity and traditions that make up a society. This starts with the school community, our wider local community, the national and international community. We believe that it is our duty to lead our children, through the development of respect and understanding, to develop a sense of identity, whilst at the same time acquiring awareness, understanding and tolerance to learn to live with a wider variety of people from different national, cultural, racial and religious backgrounds. We promote cultural development by giving pupils the opportunity to engage in a range of cultural activities so that they may appreciate aspects of their own and others cultural traditions.

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

At Nevill Road Juniors we aim to:

- provide an atmosphere of happiness, welcome, friendliness, co-operation and tolerance where every person is valued as a unique and special individual;
- foster caring relationships between all those who are members of our school community;
- provide a high quality of pastoral care;
- provide the opportunity for every child to achieve their true potential through the experiences which they receive and the knowledge they acquire;
- enable children to develop an understanding and respect for different beliefs and cultures.

To achieve these aims we will provide in our implicit and explicit curriculum opportunities for children to

- explore and question their own experiences and interpretations of them in a secure and loving environment;
- respond to and express their reactions to their own inner experience and that of others in a variety of forms;
- have time for quiet reflection, individually or as a member of a group;
- explore and express their innermost thoughts, creativity and imagination and show an awareness and valuing of the feelings and beliefs of others;
- explore how people have expressed their feelings through literature, poetry, art, design, music and dance and learn from this how to express their feelings through their own work;

- come into contact with the beliefs and practices of others through story and festival and by meeting visitors from other faiths;
- develop the beliefs and values of the home and family through attitudes which we as a school community uphold and foster;
- establish positive school relationships based on tolerance, respect, acceptance, appreciation and respect;
- understand that injustice, aggression or rejection can hurt others;
- think about and reflect on their own lives and explore the lives of people who exemplify qualities which are universally valued.

### **Implementation of Spiritual, Moral, Social and Cultural Education**

In order to promote the Spiritual, Moral, Social and Cultural Development of our children we will:

- ensure that the school and classroom environment is stimulating and well ordered to promote positive learning and encourage personal development and responsibility;
- promote positive relationships with and respect for all individuals and groups;
- through the implementation of the R.E. Policy, lead children to an awareness of spiritual values and an understanding that, regardless of colour, sex, status or religion we are all equal.
- promote positive values, qualities and attitudes and discourage negative ones through the implementation of our school Behaviour Policy and the ethos of restorative approaches.
- foster social skills through teamwork and co-operative projects and encourage development of social responsibility by support for charitable ventures.

This will be achieved through opportunities in the curriculum (see below for curriculum provision) and as part of daily school life:

- The School Council team will work with the staff and children on making decisions about the school that affect all members of the community.
- The Restorative and Sports Ambassadors will work in collaboration with the midday assistants in organising activities at lunchtime and supervising younger members of the school.
- Members of staff will continue to give all pupils the opportunity to take part in extra-curricular activities, sport events, school trips and learning experiences, throughout the school year.

### **Provision for SMSC across and within the Curriculum**

**English** makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama film and television
- Developing pupils' awareness of moral and social issue in fiction, journalism, magazines, radio, television and film
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language

**Maths** can provide a contribution to pupils' SMSC by:

- Co-operation in investigations and practical activity
- An understanding of personal finances and responsibilities
- The ability to 'reason'

**Religious Education** makes a distinctive and substantial contribution to the delivery of SMSC:

- Learn about beliefs, values and the concept of spirituality
- Reflect on the significance of religious teachings in their own lives
- Develop respect for the right of others to hold beliefs different from their own
- Show an understanding of the influence of religion on society
- Appreciation and understanding of different cultures, religions and traditions

**Science** provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world
- Awareness of the ways that Science and technology can affect society and the environment.
- Consideration of the moral dilemma that can result in scientific developments
- Co-operation in practical activity

**Computing** can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communication technology
- Acknowledging advances in technology and appreciation for human achievement
- Awareness of E-safety is taught each year

**History** makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as war.
- Showing an awareness of the moral implications of historical figures.

**Geography** contributes to SMSC where:

- Opportunities for reflection on creation, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give pupils that chance to reflect on the social and cultural characteristics of society.

**Design Technology** makes a particular contribution to SMSC through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- How different cultures have contributed to technology
- Opportunities to work as a team, recognising others' strengths, sharing equipment

**MFL** contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people
- Pupils social skills are developed through group activities and communication exercises
- Listening skills are improved through oral work

**Art** contributes to SMSC by

- Giving pupils the chance to reflect on nature, the environment and surroundings
- Studying artists with spiritual or religious themes, issues raised by artists which concern ethical issues i.e war

**Music** contributes to SMSC through;

- Teaching that encourages pupils to be open to the music of other cultures
- Considering the role of music in society and to see how music can cause conflict and differences of opinion
- Looking at the way that music can change moods and behavior

**Physical Education**- Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Exploring the sports and traditions of a variety of cultures
- Individual activities that provide the opportunity for self-reflection, awareness and challenge
- The school supports campaigns against racism and the paralympics

**PSHE**-much work takes place in assemblies, weekly circle times and SEAL/PSHE lessons, giving pupils opportunities to:

- Talk about personal feelings and experiences
- Discuss 'peer to peer' abuse (as per the Keeping children safe in Education' document
- Express and clarify their own ideas and beliefs
- Speak about difficult experiences, e.g bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with family/friends/others
- Consider others' needs and behavior

- Sex and Relationship Education is taught through Local Authority approved materials.
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally- e.g empathy, respect, open mindedness, sensitivity and critical awareness

#### **Extra-curricular clubs**

A variety of extra-curricular clubs are available to the children after school including: Performance Club, a variety of Sports (team sports and Dance); Science club; Craft club, Cookery club, Computing and Homework.

There is also an annual trip to the Conway Centre for Year 6 where children can take part in a variety of outdoor activities including team building and water sports.

#### **Monitoring and Evaluation**

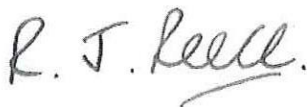
The policy will be monitored and reviewed in line with our policy review procedure. Subject Leaders will ensure that there are opportunities for SMSC teaching in all subjects.

The R.E. coordinator will monitor the quality of the Collective Worship provision.

#### **Ratification**

The governing body ratified this policy at their meeting on Thursday, 22nd March 2018

Signed:



Chair of Governors

Date:

22/03/18