



The Federation of Fryern Infant and Junior Schools

SMSC Policy

Article 14

Children have the right to believe and think what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils.

Reference Promoting fundamental British values as part of SMSC in schools. (2014)

Aims

At The Federation of Fryern Infant and Junior Schools, the children and their learning are at the heart of every decision made. We aim to develop learners who are enthusiastic, take ownership of their learning and are proud of their achievements. We recognise the importance of promoting and developing spiritual, moral social and cultural understanding in order to prepare pupils for exciting futures.

As Rights Respecting schools all people who come in to our schools (staff, pupil, parent or visitor) are valued as individuals in their own right. They should set, and be entitled to expect from other, good standards of behaviour, marked by respect and responsibility.

The school will help pupils to develop an inner discipline and to take responsibility for what they do. They will grow through making choices and holding to the choices they have made. They will want to be honest with themselves and others. A variety of opportunities throughout the curriculum are provided for children to engage in and enjoy learning using 'awe and wonder' as a stimulus.

The school encourages deep reflection and thinking about a range of Spiritual, moral, ethical, social and cultural issues are developed through assemblies, curriculum time and circle time.

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The experiences that are provided also incorporate a wide range of external visits, visitors and whole school events that celebrate achievement, cultural diversity and community, enriching the learning experience.

WHAT IS SMSC?

Spiritual Development

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 feelings 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.

Moral Development

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 offering reasoned views about, moral and ethical issues.

Social Development

Pupils social development 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 social settings, cooperating well 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.

Cultural

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

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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.

Planning

In planning lessons teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral social and cultural needs. A vast majority of this will be delivered through PSHCE, RE, assemblies and Circle Time activities. Through collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of us ensuring pupils' SMSC development.

Spiritual development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being worth and purposefulness

The schools will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These experiences can occur during any part of the school day eg. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At The Federation of Fryern Infant and Junior schools we believe that morally aware pupils will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure commitment to personal values
- Have a respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

We develop moral development through:

- The behaviour policy-Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Assemblies
- Charity work eg Basics Bank,Poppy appeal, Comic Relief, Sport Relief
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and development of moral concepts and values for example personal rights and responsibilities, truth , justice, equality of opportunity , right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, sciences, arts and assemblies; reinforcing the schools' values through images, posters, classroom displays, etc. and monitoring in simple ways the success of what is provided.

Teachers create a class charter with their class based on the federation charter, which is in turn linked to the UN Charter of the Rights of the Child. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through PSHCE , curriculum time, circle time and assemblies. We are interested in the development of whole child and will endeavour to raise their self-esteem though for example praise, stickers, certificates and postcards home in order to highlight both academic and social achievements.

Social Development

At the Federation of Fryern infant and junior schools we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully , as a member of a group or a team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people , living things, property and the environment
- Exercise responsibility

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- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community , with common inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example , through assemblies, team building activities, residential experiences, school productions.
- Helping pupils develop personal qualities which are valued in a civilised society , for example thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self, respect, and an awareness of others’ needs
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple ways the success of what is provided.

Cultural Development

Children should be aware of the diversity of other cultures both within modern Britain and throughout the world. At Fryern this is developed through: assemblies, music, art, geography, MfL, and RE.

We recognise pupils becoming more culturally aware when they are developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

At Fryern we develop pupils’ cultural development by:

- Extending pupils’ knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school’s cultural links through displays, posters, exhibitions etc. As well as extending partnerships with outside agencies and individuals to extend pupils cultural awareness for example theatre, museum and other visits.
- Auditing the quality and nature of opportunities to extend their cultural development across the curriculum in collaboration with the subject leaders eg PSHCE, RE, MFL