



SMSC Policy

Reviewed: December 2015

Next review date: December 2016

What is Spiritual, Moral, Social and Cultural Education?

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths
- 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

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues
- ability to accept, respect and appreciate that others may have a different viewpoint

The Social Development of children 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
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs, their attitudes towards which allows them to participate fully in and contribute positively to life in modern Britain

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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

SMSC is an integral part of our School Development Plan (SDP) and is planned into our school priorities every year. This is monitored by the SLT and the school governing body with input from all staff.

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. These are delivered through cross-curricular activities as well as specific PSHE Ed, RE and Circle Time activities.

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development

Provision	How it is evidenced
Religious Education curriculum Collective Worship and Assemblies Opportunities for quiet reflection Outdoor learning Values Education	RE curriculum plans, include a multi-faith approach based upon the Agreed Syllabus for Bedford Borough, Central Beds and Luton (2012-2017) Visiting places of worship – such as the Queen's Park Faith Tour Whole school collective worship, assemblies and celebrations i.e. Pupil of the Week Outdoor learning, including Sheri's Garden (our Quiet Garden) Frontier Centre visit – residential trip for Year 4s Harvest, Christmas and Easter celebrations Social groups Visits from faith groups Time to reflect upon learning and experiences i.e. Year 4 Reflection day at St. Owen's

Planned opportunities for spiritual development in all subjects can be seen across the school. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- 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 school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development

Provision	How it is evidenced
School behaviour Policy and Code of Conduct Religious Education curriculum PSHE Ed curriculum Pupil Voice Taking part in Charitable projects	Regular reviews of behaviour and school behaviour policy Social groups Celebration of children using 'PRAISE IT' and Pupil of the Week Anti-bullying Week activities and playground buddies E-Safety teaching Whole school collective worship and the explicit discussion of school Values, value of the month communicated to parents and carers through newsletter and 'Take Home task' Child participation in pupil groups: i.e. School Council, playground buddies Charity appeals

We support the children in order that they can:

- 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 a commitment to personal values
- Have 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

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school, such as through our Values
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop 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, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development

Provision	How it is evidenced
PSHE Ed. Curriculum Social groups Opportunities to work together in teams Pupil Voice Creative curriculum Extra-curricular activities Outdoor learning PE curriculum	Pupil Groups including: School Council, playground buddies, Sports Council, Healthy Living Group (children and adults) Residential visit in Year 4 – Frontier Centre Educational visits After school clubs Participation in Music events such as Bedford Festival of Music Public Speaking Competition Participation in Charity support: Children in Need, Red Nose Day, Bedford Foodbank Link with school in Wardhannapet, India Participation in Sporting events

At Bromham C of E Lower School 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 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
- 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 the key Christian 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 and recognising and knowing how to tackle discrimination
- 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 collective worship, 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 awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

Provision	How it is evidenced
School Visits and visitors Participation in the Arts Arts Curriculum Languages curriculum	School visits to museums, galleries, theatre visits etc Making use of The Culture Challenge website http://www.culturechallenge.co.uk/ Opportunities to take part in school productions /Performances Wider Opportunities through the Music service – i.e. Year 4 children learn pBones and trumpets and perform at a concert, Fiddle Fiesta Public Speaking Competition Opportunities for individual instrumental lessons Visits from people of different cultures, including parents Languages teaching After school French Club, Craft Club etc Sports Day, Sports Council

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be 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

Our school develops 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 developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Staff development and training

Training needs are addressed through our SDP and through our RE and PSHE Ed Action Plans. Staff are encouraged to voice any training needs they feel they may have, both informally and through our appraisal process, and staff provide feedback on training attended at staff meetings.

Monitoring and Review

SMSC is regularly monitored through the year when the SDP is reviewed. This is done with teaching staff, governors and the School Leadership Team. In addition to the review documented on the SDP, monitoring may include observations, SMSC learning walks, RE book scrutinies, PSHE Ed portfolio scrutinies and Pupil Voice sessions.

This policy will be reviewed annually.

Agreed By:

Chair Of Governors:.....

Head Teacher:.....

Ratified on:.....

