

Inspiring each other to achieve success



Congerstone Primary School

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Spiritual, Moral, Social and Cultural Education Policy

Adopted from: **School Policy based on**

Policy to be reviewed: **Every 3 years**

Last reviewed: **March 2016 . Nov 2018**

Date of next review: **Nov 2021**

Signed: Date:
Chair of Governors

Name:

Signed: Date:
Headteacher

At Congerstone Primary School we recognise that the development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. By developing respect for themselves/others, valuing the differences and similarities between people they will become independent, self disciplined and responsible members of the school community who have good relationships with other members of the school and the wider community. We believe

- People, staff as well as pupils achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

At its heart is the link between relationships and attitudes. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people, and be active members of a democratic society
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of other cultures
- an understanding of Fundamental British Values of Democracy, Rule of Law, individual liberty and respect and tolerance

All curriculum areas have a contribution to make and are planned through relevant, stimulating, creative activities

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Use imagination and creativity in their learning
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Develop a sense of social and moral responsibility

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Understand the need for rules and the need to abide by rules for the good of everyone.

- Develop a sense of social and moral responsibility

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise and celebrate the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching styles

Teachers at Congerstone use creative strategies and challenging questions to engage pupils in their learning and help them relate it to their own experiences.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Listen carefully and respectfully to each other
- Learn to debate how to agree and disagree in a courteous way
- Ask questions which help children to make links and deepen understanding
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- All helping to Build Learning Power

Extra-Curricular Activities

Personal SMSC development is also enriched through a wide range of extra-curricular activities including before and after school clubs, opportunities to represent school at sporting and other events, a wide range of exciting curricular opportunities provided by trips and visits which inspire pupils to broaden their experience and horizons.

Links with the wider community

- Visitors are welcomed into school in order to provide opportunities to meet people from the culturally rich and diverse world we live in
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it

Equal opportunities

SMSC enriches the ethos at Congerstone and is an essential ingredient of school success. SMSC also provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Monitoring and review

The monitoring of standards of children's work and of the quality of teaching in SMSC is the responsibility of the SMSC subject leader. The subject leader;

- Supports colleagues in the teaching of SMSC.

- Keeps informed about current developments in SMSC.
- Provides a strategic lead and direction for the subject within school.

This policy links closely with school policies on:

- PSHE policy
- RE policy
- Equality duty statement
- Drugs Education
- Subject policies for RE, history and geography
- Behaviour and discipline
- Anti-Bullying
- Equal Opportunities

See also British Values statement on the website

Appendix 1: Outline for SMSC at Congerstone Primary School.

Appendix 1 outline for SMSC at Congerstone Primary School

Spiritual, Moral, Social and Cultural (SMSC) Education in Early Years/ Foundation Stage at Congerstone Primary School

SMSC Aspect	Commentary on SMSC Provision at Congerstone Primary School
<p>Spiritual</p> <p><i>“Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect”.</i></p>	<ul style="list-style-type: none"> ○ “Understanding the World” aspects of the National Early Years/Foundation Stage curriculum ○ “Personal, Social and Emotional” ” aspects of the National Early Years/Foundation Stage curriculum ○ “Myself”, “Ourselves” and “My Family” EYFS Curriculum themes ○ Regular use of the school grounds exploring the changing seasons and wildlife ○ “Minibeasts” curriculum theme ○ Weekly celebrations and explorations of faiths, cultures, festivals and diverse non-local experience (reflecting whole-school annual assembly programme at an EYFS level) ○ Active and structured participation in weekly, whole-school Celebration Assembly ○ Visits and visitors help enrich and broaden curriculum experience ○ “Expressive Arts and Design” ” aspects of the National Early Years/Foundation Stage curriculum
<p>Moral</p> <p><i>“Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views”</i></p>	<ul style="list-style-type: none"> ○ “Personal, Social and Emotional Development” aspects of the National Early Years/Foundation Stage curriculum ○ Consistent application of School Behaviour Policy at a level appropriate to EYFS ○ Consistent positive role- modelling by staff of appropriate norms of personal behaviour ○ Consistently promoted key aspects of positive personal behaviour underpinned with sensitively applied rewards and sanctions ○ Consistent and careful management by staff of friction and disagreement between children with a focus on the moral context ○ Circle time discussions of issues of right/ wrong and appropriate/inappropriate behaviour in EYFS context (e.g. in relation to behaviour of story characters or religious stories) ○ Through the development of positive lifetime attributes – Building Learning Power
<p>Social</p> <p><i>“Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.”</i></p>	<ul style="list-style-type: none"> ○ Highly-developed “ School Ready” EYFS induction programme through Playmates (weekly pre School group and close collaboration with Pre-school providers and parents ○ Systematic development of speaking and listening skills through high-quality teaching and learning ○ Focused 1-1 and small group support and intervention for children with difficulties in speaking and listening ○ Promoting and modelling co- operative work and collaborative work (talk partners, role play) ○ Defining and promoting positive relationships with each other and adults ○ Planned and structured interactions with older pupils to practise and reinforce behaviour and social norms ○ Enabling and supporting structured and rule-governed social interactions(e.g. breaktime snacks/School Dinners/Parties &Discos) ○ Active, deliberate promotion of good manners ○ Targeted small-group support for children who find social interaction problematic ○ Systematic provision of classroom activities involving leadership and responsibility ○ Carefully managed pupil groupings to develop social skills and to modify behaviour
<p>Cultural</p> <p><i>“Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect & celebrate diversity”</i></p>	<ul style="list-style-type: none"> ○ Appropriate involvement in whole-school assembly programme, including visits from local church ○ Participation in Harvest, Easter and Christmas celebrations. Including church carol service ○ Participation in curriculum activities exploring diversity, tolerance and respect ○ Through all of the above, from the start of EYFS (and before)we create a liberal, tolerant, inclusive and caring school culture

Spiritual, Moral, Social and Cultural (SMSC) Education in Key Stage 1 at Congerstone Primary School

SMSC Aspect	Commentary on SMSC Provision at Congerstone Primary School
<p>Spiritual</p> <p><i>“Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect”</i></p>	<ul style="list-style-type: none"> ○ We use the Leicestershire Agreed Syllabus for Religious Education as the basis for our KS1 teaching on faiths, customs and beliefs ○ We use Leicestershire Diocesan Board of Education Collective Worship themes as a starting point for our assemblies ○ The school’s Personal, Social and Health Education (PSHE) syllabus deals with aspects of values, feelings and relationships ○ The above is incorporated in creative curriculum cross-curricular themes, which are reviewed annually to ensure coverage based on class organisation ○ Weekly celebrations and explorations of faiths, cultures, festivals and diverse non-local experience are a key part of our whole-school weekly assembly theme programme ○ Active and structured participation of KS1 pupils in weekly, whole-school Celebration Assembly ○ Visits and visitors enrich and broaden curriculum KS1 experience of other cultures and beliefs
<p>Moral</p> <p><i>“Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views”</i></p>	<ul style="list-style-type: none"> ○ Participation in whole-school assemblies with appropriately related “British Values” content ○ Consistent application of School Behaviour Policy and exploration of its underlying principles in PSHE activities ○ Structured intervention/ support programmes involving parents (and external agencies where necessary) for pupils who have behaviour issues ○ Consistent positive role-modelling by staff of appropriate norms of personal behaviour shaped by a staff Code of Conduct ○ Consistently promoted key aspects of positive personal behaviour underpinned with sensitively applied rewards and sanctions ○ Consistent and careful management by staff of friction and disagreement between children, with a focus on the moral context ○ Circle time discussions of issues of right/ wrong and appropriate/inappropriate behaviour in KS1 context (e.g. in relation to behaviour of story characters or religious stories) ○ Through the development of positive lifetime attributes – Building Learning Power
<p>Social</p> <p><i>“Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.”</i></p>	<ul style="list-style-type: none"> ○ Thorough preparation of pupils for KS1 in Foundation Stage and an effective Foundations Stage/Year 1 Transition programme ○ Systematic development of strong speaking and listening skills in pupils through high-quality teaching and learning ○ Focused 1-1 and small group support and intervention for children with difficulties in speaking and listening ○ Promoting and modelling co-operative work and collaborative work (talk partners, role-play) ○ Defining and promoting positive relationships with each other and adults through PSHE activities ○ Planned and structured interactions with older pupils to practise and reinforce behaviour and social norms ○ Enabling and supporting a programme of structured and rule-governed social interactions (e.g. Curriculum Special days, Sports Coach -lead PE/Games/Competitions, class Parties, Christmas performance, residential trips and school discos) ○ Residential visit to Beaumanor Hall activity centre in Year 2 (supported by Pupil Premium, if appropriate.) ○ Active, deliberate and programmed activities promoting good manners (following weekly whole-school assembly themes) ○ Targeted small-group support for children who find social interaction problematic ○ Systematic provision of classroom activities involving leadership and responsibility, including participation in the School Council ○ Carefully managed pupil groupings to develop social skills and to modify behaviour ○ Participation in an regular programme of charity events (e.g Sports Relief, Red Nose Day, etc.) ○ Opportunity for all KS1 pupils to participate in high-quality, before-and-after school clubs and activities programme (sport, dance, etc.) ○ As an ECO school we work together to explore, understand and look after our local environment
<p>Cultural</p> <p><i>“Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity”</i></p>	<ul style="list-style-type: none"> ○ Appropriate involvement in whole-school assembly programme, including visits from local clergy and representatives of the major faiths ○ Participation in Harvest, Easter and Christmas celebrations. Including Christmas Carol service at Church ○ Participation in curriculum activities exploring diversity, tolerance and respect- e.g Indian Dance day and African workshop ○ Sensitive but firm challenge to (rare) incursions of unacceptable pupil attitudes (e.g. racist, cultural stereotyping, or political) ○ Participation in “British Values” whole-school assemblies, with appropriate follow-up in further KS1 assemblies, and in class ○ Through all of the above, within a continued liberal, tolerant, inclusive and caring school culture

Spiritual, Moral, Social and Cultural (SMSC) Education in Key Stage 2 at Congerstone Primary School

SMSC Aspect	Commentary on SMSC Provision at Congerstone Primary School
<p>Spiritual</p> <p><i>“Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect”</i></p>	<ul style="list-style-type: none"> ○ We use the Leicestershire Agreed Syllabus for Religious Education as the basis for our KS2 teaching on faiths, customs and beliefs ○ The school’s Personal, Social and Health Education (PSHE) syllabus deals with aspects of values, feelings and relationships, including Sex and Relationship Education for Year 6 pupils ○ The above is incorporated in creative curriculum cross-curricular themes, which are reviewed annually to ensure coverage based on class organisation ○ Weekly celebrations and explorations of faiths, cultures, festivals and diverse non-local experience are a key part of our whole-school weekly assembly theme programme ○ Active and structured participation of KS2 pupils in weekly, whole-school Celebration Assembly ○ Visits and visitors who enrich and broaden curriculum KS2 experience of other cultures and beliefs
<p>Moral</p> <p><i>“Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views”</i></p>	<ul style="list-style-type: none"> ○ Participation in “British Values” whole-school assemblies with appropriate follow up in further KS2 assemblies, and in class ○ Consistent application of School Behaviour Policy and exploration of its underlying principles in PSHE activities ○ Structured intervention/ support programmes involving parents (and external agencies where necessary) for pupils who have behaviour issues ○ Consistent positive role-modelling by staff of appropriate norms of personal behaviour shaped by a staff Code of Conduct ○ Consistently promoted key aspects of positive personal behaviour underpinned with sensitively applied rewards and sanctions ○ Consistent and careful management by staff of friction and disagreement between children, with a focus on the moral context ○ Class discussions of issues of right/ wrong and appropriate/inappropriate behaviour in KS2 context (e.g. in relation to behaviour of story characters or religious stories) ○ Through the development of positive lifetime attributes – Building Learning Power
<p>Social</p> <p><i>“Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.”</i></p>	<ul style="list-style-type: none"> ○ Systematic development of strong communication skills in pupils through high-quality teaching and learning ○ Focused 1-1 and small-group support and intervention for children with difficulties in communication and/or social interaction ○ Promoting and modelling co-operative work and collaborative work (talk partners, role-play) ○ Defining and promoting positive relationships with each other, adults and the wider community through PSHE activities ○ Planned and structured interactions with younger pupils to practise and reinforce behaviour and social norms and develop leadership and personal responsibility (e.g. Play Leader programme, Huff.n Puff leaders, School Council) ○ Enabling and supporting a programme of structured and rule-governed social interactions (e.g. Curriculum Special Days, Sports Coach -lead PE/Games/competitions, sports day, class parties, KS2 Drama performances, residential trips and school discos) ○ Residential visit to PGL activity centre in Years 4,5,6 (Y3 visit Beaumanor with Y2) supported by Pupil Premium, if appropriate ○ Active, deliberate and promotion of good manners ○ Carefully managed pupil groupings to develop social skills and to modify behaviour ○ Participation in “British Values” whole-school assemblies, with appropriate follow up in further KS2 assemblies, and in class ○ Participation in an regular charity events (e.g. Sports Relief, Red Nose Day,) ○ Opportunity for all KS2 pupils to participate in a high-quality, before-and-after school clubs and activities programme (sport, music, dance, gardening etc.) supported by Sports Premium ○ As an ECO school we work together to explore, understand and look after our local environment
<p>Cultural</p> <p><i>“Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity”</i></p>	<ul style="list-style-type: none"> ○ Appropriate involvement in whole-school assembly programme, including visits from local clergy and representatives of the major faiths ○ Participation in Easter and Christmas celebrations. Including Christmas Carol service at church ○ Offering a wide range of music and drama activities; including individual lessons, whole class samba drumming, African & Shakespeare workshops ○ Programmed participation in curriculum activities exploring diversity, tolerance and respect, including visits to places of worship ○ Sensitive but firm challenge to (rare) incursions of unacceptable pupil attitudes (e.g. racist ,cultural stereotyping, or political) ○ Through all of the above, we continue to develop positive attitudes to diversity within a liberal, tolerant, inclusive and caring school culture

