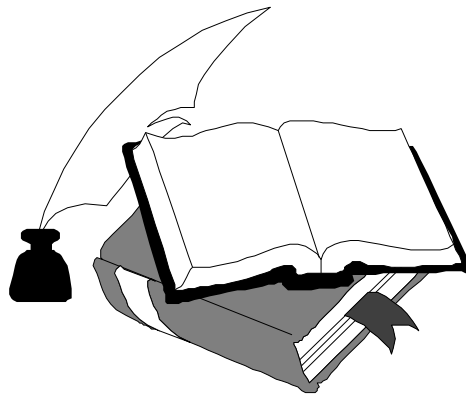


Alderman Payne Primary School



Social, Moral, Spiritual and Cultural Policy

Date reviewed: March 2025

Next review: March 2027

SMSC Development Policy

Overview

All staff and governors of Alderman Payne Primary recognise that our pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. Our SMSC offer incorporates British Values and Character Education. We aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, other adults, pupils, plus the local and wider community. We ensure that we promote pupils' spiritual, moral, social and cultural development, and suitably prepare pupils for life. The climate and ethos of our school enables all pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. Our key objective is to broaden the children's understanding of the wider world; to have an appreciation of difference and to respect other cultures.

Our school aims to ensure:-

- That all stakeholders are aware of our values and principles as they relate to the SMSC development of our pupils
- There is a consistent approach to the delivery of SMSC issues through the curriculum and throughout the school as a whole
- That each pupil's education is set within a personal context that is meaningful and appropriate to their age, experience, beliefs and background
- That each pupil experiences a wide range of opportunities which enable them to fully develop as individuals, fully aware of their responsibilities.

Definitions

Spiritual Development

The development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupils' spirit; some may call it a pupils' soul; others personality or character. Pupils' spiritual development may be demonstrated by their beliefs which inform their perspective on life and their interest in and respect for other people's feelings and values. It may also be demonstrated by a pupil's sense of enjoyment and fascination in learning about themselves, others and the world around them. The use of imagination plus creativity in their learning, also their willingness to reflect on their experiences will all demonstrate their spiritual development.

Moral Development

The moral element is largely about choices, behaviour and how you live your life. It's also about personal and society's values, understanding the reasons for them and airing disagreements. Moral development is about the ability to recognise the difference between right and wrong and to apply this understanding to their own lives. It is about pupils' understanding the consequences of their actions and offering reasoned views about moral and ethical issues.

Social Development

The development of skills and personal qualities necessary for living and working together in a multi-racial, multi-cultural society. It is about the ability to develop the interpersonal skills necessary to build successful relationships in order to participate successfully in the community as a whole. A pupils' social development is shown by their use of a range of social skills in different contexts, by their willingness to participate in a

variety of social settings, co-operating well with others and being able to resolve conflicts effectively. It is also demonstrated by a pupil's interest in, and understanding of, the way communities and societies function.

Cultural Development

An ability to explore, understand and respect cultural diversity and to appreciate the wide range of cultural influences that have shaped their heritage. Cultural development is demonstrated by pupils' willingness to participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Also by showing their interest in exploring and respecting cultural diversity as demonstrated by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Character Development

The development of character is complex. We seek to foster the individual character and personalities of all of our children with respect and understanding of differences. We support the development of character using the DfE guidance which outlines four long term aims for children:

- the ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered;
- the learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others;
- the acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience; and
- an appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.

Implementation and Impact

Incorporating SMSC into daily life at school:-

Alderman Payne Primary School offers a range of opportunities for pupils to develop and promote their SMSC:

- Assemblies and Collective Worship covering a range of themes and values
- Values led behaviour expectations
- Broad and balanced curriculum
- A curriculum which includes themes and opportunities to learn about, discuss and reflect on local, national and global issues with consideration of past, present and future.
- Teaching that encourages participation, creativity, reflection and independence
- Assessment and feedback that values pupils' work and effort
- Activities that develop teamwork, leadership skills and self-reliance

Impact may be seen through:-

- Lesson observations of different subjects like RE, Art, Music
- Children's understanding of British Values
- Contributions to collective worship and reflection discussions
- Observations of other activities e.g. Citizenship Programmes
- Opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological, and where appropriate, international events and activities that promote SMSC development.

As Teachers and Governors:-

We are aware that SMSC pervades all interactions between pupils and adults: it does not happen in isolation. It is about the whole culture of our school. Which has taken time to evolve.

- We expect to see SMSC in every lesson
- We talk to pupils about the skills they are acquiring
- We ask what the pupils think they have learnt, how they have changed, - this helps us to increase our awareness of processes and outcomes
- We give pupils a voice , both inside the classroom and outside
- We will ensure pupils work as a team and be aware of what they are learning as they identify and overcome challenges.
- We will relax and be confident and will encourage confidence in pupils.

Evidence that demonstrates SMSC and character development

- Being reflective about beliefs, values and more profoundly aspects of human experience, using their imagination and creativity and developing curiosity in their learning.
- Developing and applying an understanding of right and wrong in their life.
- Taking part in a range of activities requiring social skills.
- Developing awareness of a respect for diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through school and on to the next stage of their education and training.
- Developing an appreciation of theatre, music, art and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Responding positively to a range of artistic, sporting and other cultural opportunities.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

Monitoring and Evaluation

Provision and impact of SMSC development is monitored and reviewed on a regular basis by:

- Monitoring of teaching and learning and work scrutiny by Subject Leaders/Senior Leadership Team/Headteacher.
- Regular review at staff and governors' meeting.