

Cherry Tree Primary School



Social, Moral, Spiritual and Cultural Development Policy (SMSC)

Spring 2016

Policy Schedule	Date	Signed
Written with whole staff involvement:		<i>JH Graham</i>
Amended and approved by the Curriculum Committee on:		
Approved by the Governing Board on:	20.01.16	
To be reviewed:		



Social, Moral, Spiritual and Cultural Development Policy (SMSC).

'Bringing out the best in each other as we blossom and grow!'

1 Aims

At Cherry Tree we believe that all children irrespective of age, culture or ability deserve to have an education that prepares them for life. A wide range of experiences are planned for within our curriculum through which we aim to equip all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

We have a firm set of school values that encourage our children to bring out the best in each other as they blossom and grow into confident young people.

Cherry Tree Primary School Values:

- Be aspirational - reach for the stars
- Be resilient – keep trying
- Be open minded - try new things
- Become independent learners – do things by yourself
- Be compassionate - care about others
- Be happy

The curriculum provides social, moral, artistic, musical, spiritual, sporting and cultural opportunities that encourage pupils to work both independently and within teams.

A broad range of activities are planned for the whole school: half-termly themed weeks, collective worship, school productions, participation in local events, charity work, taking part in competitions, residential opportunities and inviting visitors to share particular messages or experiences.

Within each year group, teachers plan age appropriate lessons to incorporate opportunities for social, moral, cultural and spiritual development; often requiring pupils to think, respond and reflect. These lessons develop the children's capacity for empathy and a deeper knowledge and understanding of attitudes, values and beliefs as well as giving them the confidence to provide their opinions and formulate their own view points.

2 Spiritual Development

Spiritual development involves the children exploring and reflecting upon their own beliefs, feelings and values whilst enhancing their understanding of and respect for the beliefs, feelings and values of others.

Our school ethos and curriculum opportunities enable children to:

Reviewed by the Curriculum Committee

- Search for the wonderful and the amazing in themselves, others and the world around them.
- Learn about who they are and who they want to be.
- Search for meaning, purpose and direction in their lives.
- Make a positive difference in the ways they choose to think and act.
- Think and respond in imaginative, creative and open-minded ways.
- Reflect upon their experiences and consider the viewpoints of others.

3 Moral Development

Moral development requires that the children form an understanding of right and wrong as well as an increasing awareness that their choices of behaviour and actions have consequences.

Our school ethos and curriculum opportunities enable children to:

- Follow the 'Golden Rules' and school values which are displayed in each classroom.
- Understand our system of clear, consistent and fair rewards and sanctions (e.g. house-points, Head teacher's awards, stickers, praise assemblies and Golden Time to reward and loss of playtime or Golden Time to sanction).
- Consider moral values and the consequences of behaviour through themes addressed during collective worship and class lessons.
- Take part in whole class lessons by giving their opinions, explaining their values and discussing the choices made by themselves and others and the resulting outcomes.

4 Social Development

Social development involves the children gaining skills which allow them to become effective communicators and to participate successfully within their school community. Gaining these interpersonal skills facilitates co-operation with one another; the ability to manage relationships with people from a wide variety of backgrounds, the development of strategies for conflict resolution and the ability to make positive contributions to modern Britain and our global community.

Our school ethos and curriculum opportunities enable children to:

- Contribute towards House group activities and sporting events.
- Become 'Buddies' to support younger children.
- Join a wide range of extra-curricular clubs.
- Take part in competitions and events within the local community.
- Get involved in the School Council.
- Develop turn taking skills and participate in team building games and activities.
- Work in pairs and small groups within lessons.

5 Cultural Development

Cultural development allows children to gain deeper understanding of their own culture and an appreciation of and respect for other cultures locally, nationally and internationally. Valuing cultural diversity in this way encourages attitudes of tolerance, understanding and celebration.

Our school ethos and curriculum opportunities enable children to:

- Develop links with local and international schools.
- Gain first-hand experience of a range of cultural opportunities through local visits and theatrical, story-telling, musical, artistic and dance events in school.
- Welcome visitors from the local and international community.
- Participate in local, national and international fund raising events.

- Explore different cultures through learning about beliefs, customs, food, dress, festivals and places of worship.
- Be aware of Fairtrade.
- Draw upon the variety of cultural experiences of pupils within our school.

6 Resources

Teachers use a wide variety of resources to deliver the curriculum including SEAL themes and SUMO techniques.

7 Assessment for learning

Teachers assess the children's work in SMSC by making informal judgments through observations during lessons and extra-curricular activities and by listening to the children's ideas and opinions about what they have learned. These informal judgements are recorded half-termly in class assessment files (Red Files).

8 Monitoring and review

The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Gives the head teacher an annual summary report which contains an evaluation of the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.

Signed: