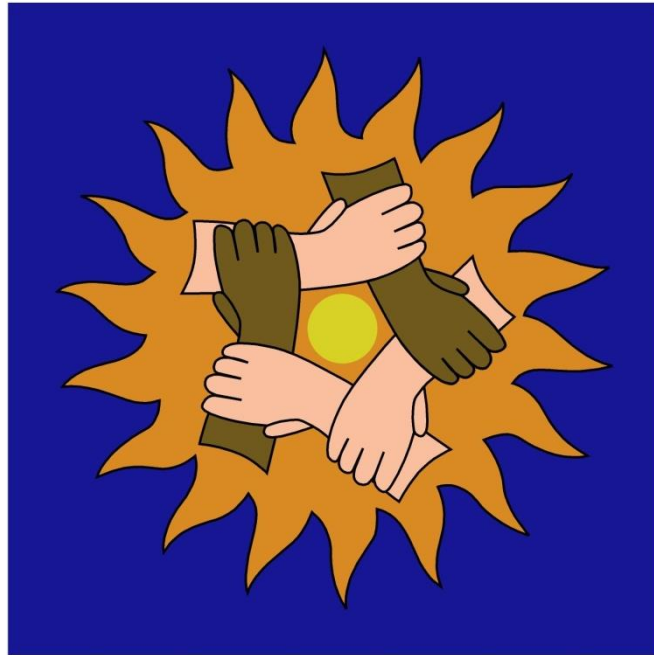


“Together we can achieve more”

Highfield Primary School



Spiritual, Moral, Social and Cultural Development Policy 2020

Rational

At Highfield Primary School our aim is to develop the whole child. The spiritual, moral, social and cultural development of each child is fundamental to this. We therefore ensure that our curriculum and our overall ethos and values provide opportunities for children to develop the spiritual, moral, social and cultural aspects of themselves. We believe that our SMSC development contributes towards the individual's appreciation of life's experiences and their relationships with others in our community.

Our school curriculum is planned to contribute to pupils' SMSC development, such as in assemblies, acts of worship, circle time and lessons in PSHE. Contributions to the SMSC programme are also planned in the Arts, Sciences and Humanities and are apparent in children's work, attitudes and school displays. Additionally, all staff at Highfield School model and promote tolerance, acceptance and respect, treating all people as valuable individuals and showing respect for pupils and their families.

Children's SMSC development is fostered through our school and class rules and the work of our Learning Mentors and SEND Team.

Our values of Cooperation, Kindness and Respect and our motto "Together we can achieve more" highlight our SMSC led philosophy.

The SMSC development of pupils is shown by their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. knowledge of, and respect for, different people's faiths, feelings and values (including British Values).

Highfield is a Rights Respecting School and, as such, the principles and values of the UN Convention on the Rights of the Child underpin this policy.

Aims

The aim of this policy is to ensure that SMSC is “**The Golden Thread**” that runs through all areas of our curriculum.

- To ensure that everyone is aware of our values
- To ensure a consistent approach to SMSC issues
- To ensure that pupils education is within a meaningful context and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them
- To give each pupil a range of opportunities
- To enable each pupil to develop an understanding of their own identity
- To enable children to develop an understanding of their cultural and social environment and appreciate the many cultures on our society
- To give each pupil an opportunity to explore social and moral issues and develop a sense of social and moral responsibility
- To enable children to develop an understanding of the environment and their responsibility towards it.

Spiritual Development

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material wellbeing.

“Spiritual” is not synonymous with “religious”, but **Highfield Primary School** recognises that some pupils will express their spiritual awareness in religious terms. (article 29)

Moral Development

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others.

They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. (Children are aware of their responsibilities in ensuring other children's rights are met - RRSA)

Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate.

Cultural Development

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in another's way of doing things and curiosity about their differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. (article 14)

Learning and Teaching

At Highfield School all curriculum areas seek to use illustrations and examples from a wide range of cultural and social traditions. This is reflected in planning and learning resources. An enquiry based approach to learning and a pupil voice in learning, through the Creative Curriculum, further enhance children's SMSC development. Children are also encouraged to cooperate with others in their work and to reflect on their learning through peer and self evaluation.

English should make a contribution to pupils' SMSC development through:

- Developing confidence and expertise in language
- Enabling pupils to understand and engage with feelings and values through poetry, fiction, drama and role play
- Developing pupils awareness of moral and social issues in fiction
- Helping pupils to engage in emotional literacy through differing genres
- Exploring literature from a range of cultures and traditions
- Pupils engage with human creativity and imagination through the writing of others and in their own work
- Giving pupils opportunities for quiet reading and reflection

Mathematics should make a contribution to pupils' SMSC development through:

- Introducing pupils to such concepts as time, infinity and repeating patterns
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.
- Enabling pupils to reflecting on shape, space and measure and comparing objects with objects of nature.
- Giving children the opportunity to play mathematical games from various cultures e.g. Ayo etc
- Giving children the opportunity to explore links between art and mathematics.

Science should make a contribution to pupils' SMSC development through:

- Enabling pupils to reflect on the wonder of the natural world
- Ensuring pupils develop an awareness of the ways that science and technology can affect society and the environment
- Giving pupils the opportunity to look after living things
- Ensuring children show respect for differing opinions, on creation for example
- Giving children the opportunity to explore moral dilemmas related to Science
- Raising awareness that scientific developments are the product of many different cultures.
- Ensuring children consider their impact on the environment

ICT should make a contribution to pupils' SMSC development through:

- Setting clear guidelines about the ethical use of the internet and other forms of communication technology
- Teaching internet safety through the use of CEOPS lessons
- Giving children the opportunity to acknowledge advances in technology and appreciate human achievement
- The use of games to foster an appreciation of rules, turn taking etc

Design Technology should make a contribution to pupils' SMSC development through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life
- Awareness of the moral dilemmas created by technical advances, the impact of a 'winners and losers' ethos
- An appreciation of how different cultures have contributed to technology offering opportunity for teamwork, recognising others' strengths, sharing equipment.

History should make a contribution to pupils' SMSC development through:

- Giving children the opportunity to understand and explore the establishment of multicultural Britain
- Enabling pupils to reflect on issues such as slavery, the holocaust and imperialism
- Giving children the opportunity to consider the moral implications of the actions of historical figures
- Integrating Black and multi-cultural history into our humanities curriculum
- Giving children the opportunity to study world history e.g. Benin, Egypt etc

Geography should make a contribution to pupils' SMSC development through:

- Giving children the opportunity to reflect on creation, earth's origins, future and diversity
- Enabling children to learn about Fair Trade and begin to reflect on the fair distribution of the earth's resources
- Ensuring children study diverse peoples and places and reflect on the social and cultural characteristics of society.

MFL should make a contribution to pupils' SMSC development through:

- Helping children to gain insights into the way of life, cultural traditions, moral and social developments of other people
- Ensuring children develop social skills through group activities and communication exercises
- Helping children to improve their listening skills through oral/aural work.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC through:

- Children learn about beliefs, values and the concept of spirituality
- Children are given the opportunity to reflect on the significance of religious teaching in their own lives
- Ensuring children develop respect for the right of others to hold beliefs different from their own
- Ensuring children appreciate and understand different cultures, religions and traditions.
- Giving children the opportunity to experience silence and quiet reflection.
- The opportunity to consider religious questions.
- Giving children the opportunity to consider the symbolism and significance of religious artefacts and places of worship
- Ensuring children visit a range of places of worship and visitors from a range of faiths visit the school.

Art should make a contribution to pupils' SMSC development through:

- Giving pupils the chance to reflect on nature, their environment and surroundings
- Studying artists with spiritual or religious themes and ethical issues raised by artists, i.e. war and violence.
- Enabling children to interact with artefacts
- Studying artists from diverse cultures and traditions
- Teaching techniques and crafts from diverse cultures and traditions

Music should make a contribution to pupils' SMSC development through:

- Giving children the opportunity to experience music and instruments from diverse cultures
- Encouraging children to listen, reflect and experience music
- Teaching children to play and compose music
- Giving children the opportunity to listen to live music and appreciate the achievement of individuals past and present
- Work in partnership with Winchmore Hill Art Department

Physical Education - should make a contribution to pupils' SMSC development through:

- Giving children the opportunity to engage in group activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Giving children the opportunity to explore the sports, gymnastic and dance traditions of a variety of cultures
- Ensuring children are given the opportunity to develop persistence, self-reflection and challenge
- Teaching children to cool down and have an opportunity for quiet relaxation

Highfield Primary School promotes SMSC through:

- Cross-curricular activities and events
- Maintaining positive relationships with parents
- The teaching and learning environment
- Learning Support
- The Curriculum
- Displays
- Fundraising for charity
- The School Council
- A wide range of visits and visitors, such as people of faith, theatre or musical events
- The induction and transition procedures for pupils
- The act of Remembrance
- Creating links with the wider community
- Visits to places of worship and cultural venues such as theatres, cinemas and libraries
- The Eco-Club
- School Links Project

Monitoring and Implementation of the SMSC Policy

At **Highfield Primary School**, provision for SMSC is monitored and reviewed by the SLT, teachers and governors.

Regular discussions are held at staff meetings.

Staff share classroom work and practice.

The implementation of this policy is the responsibility of all staff at **Highfield Primary School**.

This policy has been reviewed and approved by the *Governing Body*

January 2013

Reviewed

Summer 2018

Reviewed

Autumn 2020