

Spiritual, Moral, Social and Cultural Policy



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Spiritual, Moral, Social and Cultural Policy

Our Mission Statement

In our school we stimulate awe and wonder through a captivating curriculum that develops effort based learning. We support and work together to make our school a purposeful place that enables every child to thrive and succeed. We celebrate differences and see the uniqueness in all.

Our Vision

‘A happy and safe place to learn and grow.’

Our Values

- Ready: being on time to school, having excellent attendance and showing outstanding behaviour for learning
- Respectful: respecting others for who they are regardless of our differences, being kind and helpful towards others and listening to each other and adults
- Responsible: being good role models, taking ownership of our learning, looking after our school and demonstrating kindness by helping others to do the same
- Resilient: taking on challenges by putting in lots of effort, striving to improve and recognising our own and others’ achievements, no matter how big or small

Written by: R. Hatley

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Introduction

At Joydens Wood Infant School, as part of a broad and balanced curriculum, we promote pupils' spiritual, moral, social and cultural (SMSC) development.

SMSC development is about everything our school do to support children to be confident and resilient, and develop the skills and positive attitudes they need to be happy and successful in the diverse and changing country they are growing up in.

Good and outstanding SMSC provision not only reflects the aims, ethos and values of our school. It also makes a vital contribution to relationships, the climate for learning and the skills that pupils need to be successful learners.

SMSC development is not an extra 'add-on'; it lies at the heart of school improvement and strategies to close achievement gaps and improve outcomes for everyone.

What are the statutory requirements for schools?

The statutory requirement for maintained schools to promote pupils' SMSC development is set out in Section 78 of the Education Act 2002:

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which -

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

Independent schools (including academies and free schools) must meet the spiritual, moral, social and cultural (SMSC) development standard set out in the Education (Independent School Standards) (England) Regulations.¹

Overview of Ofsted Requirements for SMSC

¹ *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: Departmental advice for independent schools, academies and free schools* <https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools>

SPIRITUAL

Ofsted – The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.



MORAL

Ofsted – The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

SOCIAL

Ofsted – The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.



CULTURAL

Ofsted – The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



The school's thoughtful and wide ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables pupils to thrive

The SMSC learning walk process

Part 1	Structured discussion with the head teacher, other members of the senior leadership team, and learning walk team members.
Part 2	The learning walk to identify strengths in SMSC provision, as well as further evidence from around the school.
Part 3	Discussion with a small group of pupils (no more than six) to listen to their views on key aspects of the SMSC development.
Part 4	Feedback and review - an opportunity at the end of the learning walk to share evidence and findings.

The learning walk and review should take no more than half a day.

Part 1 – Structured discussion

The purpose of this part of the review is to gain a whole-school overview of provision for pupils' SMSC development.

Key areas to discuss will be:

- The school's ethos and values
- The distinctive characteristics of the school and community, particularly with regard to ethnicity, gender, disability, religion and belief, and socio-economic issues.
- The school's understanding of the requirement to promote pupils' spiritual, moral, social and cultural development.
- The school's understanding of the 'fundamental British values', as part of SMSC, and how this is being made meaningful and relevant for pupils.
- The school's understanding of other statutory requirements, including the public sector equality duty.
- How the school responds to all types of bullying, including strategies for tackling discriminatory behaviour and derogatory language.
- Whether there is a planned and coherent approach to promoting pupils' SMSC development within and beyond the curriculum.
- How SMSC is reflected in self-evaluation, including the school's current strengths and weaknesses.
- The effectiveness and impact of the school's provision for pupils' SMSC development.
- Opportunities the school has had for CPD on SMSC and the impact this has had.
- How the governing body demonstrates its impact on the school's approach to encouraging pupils' SMSC development.
- How governors ensure that the school promotes tolerance and respect for people of all faiths (or those of no faith), cultures and lifestyles; and help the school prepare children and young people positively for life in modern Britain.

The evidence gathered during this discussion will inform both oral and written feedback at the end of the review. This evidence can be recorded on *Template 1*.

Resource required: *Template 1 – Initial structured discussion*

Part 2 - The SMSC learning walk/ Observations

The learning walk is intended to give a broad-brush impression of a school's provision for pupils' SMSC development. It is not intended to provide an Ofsted-style judgement either on the school or on individual teachers.

The learning walk will aim to gather evidence from:

- Visits to lessons
- The school environment.

The learning walk should be carried out for no more than 5-10 minutes, making notes on what they see.

If undertaking a learning walk in a team, then meet briefly in the corridor to exchange views after each class visit, before moving on to the next class.

At the end of the learning walk, all of those taking part should meet to share their findings.

Resources required: Template 2 – Lesson Obs, and Template 3 – Learning Walk

Part 3 - Pupil discussion

The pupil discussion is designed to gather further evidence about the school's provision for pupils' SMSC development, as well as outcomes and impact.

Pupil Performance Reviews are undertaken to give an effective cross-section of learning and Pupil Voice,

The interviewer should try to ensure that every pupil contributes in some way, although it is not necessary to seek every pupil's view on every topic discussed.

Resources required: Template 4 - Pupil focus group discussion notes,

Pupils' spiritual, moral, social and cultural (SMSC) development

Template 2

Lesson Observation

Class:

Year:

Date:

<p>Effective Practice</p> <ul style="list-style-type: none"> • There is a safe, calm and purposeful learning environment. • Staff and pupils address each other with care and respect. • All children are involved in learning, including those with special educational needs and disabilities. • Pupils work effectively in groups and demonstrate respect for the views of others. • Pupils are encouraged to express their ideas and opinions, as well as listen with care to the views of others. • Pupils are encouraged and supported to be creative. • There are opportunities to reflect on personal beliefs, feelings and experiences. • Pupils are encouraged to develop good social skills through learning. They have opportunities to lead, organise activities, support each other and make decisions. • Pupils are encouraged to reflect on their learning. • There are opportunities to discuss religious, moral or ethical issues. • Pupils have opportunities to develop moral values, through exploring issues such as rights and responsibilities, right and wrong, truth, justice, fairness and equality. • Pupils show fascination and curiosity in their learning. • Pupils are encouraged to take responsibility for their actions and behaviour. • Pupils are encouraged to develop personal qualities such as thoughtfulness, honesty, empathy, self-respect, respect for difference, moral principles, independence and cooperation. • There is evidence of engagement with the 'fundamental British values' of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. 	<p>Evidence</p>
<p>Next Steps</p>	<p>Timeframe to Action</p>
<p>Impact from Previous Monitoring</p>	<p>Date Reviewed</p>

Signed:

Date:

Pupils' spiritual, moral, social and cultural (SMSC) development

Template 3

Learning Walk: Around the School

Class:

Year:

Date:

<ul style="list-style-type: none"> • The school is friendly, welcoming and there is a calm and purposeful atmosphere. • Pupils move about the school calmly and sensibly. • There is clear evidence of the school's ethos and values, including in the behaviour of children in the corridors, playground and around the school. • Information for parents and the community is displayed in languages they can access. • There is evidence that the school has developed ways to make the building accessible, or has made other 'reasonable adjustments', for disabled pupils, parents, staff and the local community. • There is respect for property and care for the school environment. • There is evidence of community involvement, parent engagement and volunteering, and of family learning activities. • There is evidence of engagement with the 'fundamental British values' of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. • Displays reflect opportunities for pupils to: <ul style="list-style-type: none"> ➢ Be creative ➢ Develop their cultural awareness and appreciation through musical, art, theatre and sporting activities, visits and partnerships. ➢ Reinforce their understanding of the school's ethos and values ➢ Explore and investigate important issues in the world today, such as conflict, migration and climate change ➢ Show their awareness and appreciation of different cultures and faiths, linguistic diversity, modern Britain, and communities in other parts of the world ➢ Participate in corporate experiences including educational visits, assemblies, team activities, school productions etc. • School assemblies provide opportunities for SMSC development. 	<p>Evidence</p>
<p>Next Steps</p>	<p>Timeframe to Action</p>
<p>Impact from Previous Monitoring</p>	<p>Date Reviewed</p>

Signed:

Date:

**Pupils' spiritual, moral, social and cultural (SMSC) development
Pupil Question prompts**

General views on the school	Responses
<p>What do you like about the school? Is the school welcoming to all children, including those with different needs? Are all children included in activities? What are some of the ways that children show they care about each other?</p>	
Behaviour, safety and relationships	
<p>Do you feel safe in school? Do children know the difference between right and wrong? Are there opportunities for children to discuss rules and behaviour? What are relationships like between children, and between children and adults, from different backgrounds and cultures? Do children make friendships with children from different cultures, both at school and when they are at home?</p>	
Participation and consultation	
<p>What opportunities do you have to work cooperatively with other children in pairs and groups? Are there opportunities for you to take on responsibilities, such as looking after and supporting others, buddying, mentoring, being a prefect or helping with activities? Do you get asked for your opinions on things to make the school better, including lessons? Is there a school council? What kinds of things does it do?</p>	
Developing confidence, imagination and creativity	
<p>How do teachers help you to take part in discussions and share your thoughts and ideas? How do they make sure all children are included? How do children and adults show that they respect different ideas and points of view? How do teachers help you to work independently and take responsibility for your learning?</p>	
Awareness and appreciation of difference and diversity	
<p>Do you have opportunities to talk about and share your and your family's culture, language and beliefs? Does the school make arrangements for your particular faith needs, such as allowing absence for a special day, providing prayer facilities etc.? What opportunities do you have to learn about people with different languages, cultures or beliefs? Tell me about some things that you have learned. Do you think that the respect that children and adults show to others is improving? How?</p>	

Enrichment and extra-curricular activities	
<p>What kinds of clubs and activities take place in the school? How do these activities help you? Have you had any opportunities to visit or take part in theatre, art gallery, museum, musical or sporting events? Can you give an example of something you have learned from these? Are you encouraged to volunteer in the local community, e.g. through charity work and other activities? Are people from the local community involved in the school? Can you give me some examples? Does the school have any links with other schools in Britain, or in other parts of the world?</p>	

Highlight questions to be asked to children