



Rose Hill Primary School

Spiritual, Moral, Social, Cultural Values Policy

Feb 2017

Date Ratified	Signed By/Position	Signature
Feb 2017	Headteacher	
	Chair of Governors	
	Lead Member of Staff	
Review Date: Feb 2019		

Policy for Spiritual, Moral, Social and Cultural Values

At Rose Hill Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. 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,
- an understanding of their social and cultural traditions
- and an appreciation of the diversity and richness of different cultures

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Rose Hill and is an essential ingredient of school success. The SMSC policy 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

General Aims

- to ensure that everyone connected with the school is aware of our values and principles
- to ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- to ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- to ensure that children know what is expected of them and why.
- to give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- to enable children to develop an understanding of their individual and group identity

- to enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- to give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where children can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. Classroom rules should reflect, reiterate and promote acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Spiritual Development

As a school we aim to provide learning opportunities that will enable children 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
- 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 and the world

Moral Development

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

Social Development

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

- develop an understanding of their individual and group identity
- learn about service in the school and wider community and creating positive links through social responsibility
- analyse social data relevant to the age and stage of the children at Rose Hill
- explore social dimensions of scientific advances
- explore different social conventions
- learning to communicate in different ways (including the impact of ICT)
- engaging in democratic processes
- exploring social conflict and resolution
- exercising leadership and responsibility

Cultural Development

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

- recognise 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 and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Rose Hill will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Our Values Curriculum aims to support children to understand and experience:

A shared vocabulary, based on shared positive human values, which can provide a sense of direction and vision about how to create a stable moral society through the following values:

- co-operation
- rights and responsibilities
- respect
- love, care and compassion
- honesty and integrity
- individuality and tolerance

Class discussions, class assemblies and circle time will give pupils opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, death etc
- 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
- develop the skills and attitudes that enable to children to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Philosophy for Children aims to:

- enable children to create their own philosophical questions
- support children in being able to communicate different opinions and consider the views of others
- support children in their thinking, reasoning and questioning
- reflect on the quality of their thinking, reasoning and participation
- consider how the individual and group could improve on their thinking reasoning and participation
- impact on children's social, cognitive and emotional development

The curriculum provides opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- agree and disagree
- take turns and share equipment
- work co-operatively and collaboratively

(See document titled 'SMSC in the Curriculum at Rose Hill' for how SMSC relates to all curriculum areas).

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (e.g. Sport and Drama) which provide opportunities for SMSC and for inspiring children to broaden their experience and horizons.

Links with the wider community

- visitors are welcomed into school
- 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 children the best possible environment in which to grow, flourish and learn
- Children will be taught to appreciate their local environment and community and to develop a sense of responsibility for it

Review

This policy will be reviewed in accordance with the policy review schedule at least every 2 years.