

BANSTEAD

COMMUNITY JUNIOR

SCHOOL



SOCIAL, MORAL, SPIRITUAL AND

CULTURAL POLICY

2019

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BANSTEAD COMMUNITY JUNIOR SCHOOL

Social, Moral, Spiritual and Cultural Policy

SMSC stands for **spiritual, moral, social** and **cultural** education. The following explores each aspect of SMSC and outlines how pupils may demonstrate their development in each area.

Spiritual

Exploring beliefs and experience; respecting values; discovering oneself and the surrounding world; using imagination and creativity; reflecting.

Pupils' spiritual development is shown by their:

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

Moral

Recognising right and wrong; understanding consequences; investigating moral and ethical issues; offering reasoned views.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social

Using social skills in different contexts; working well with others; resolving conflicts; understanding how communities work.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

Appreciating cultural influences; participating in cultural opportunities; understanding, accepting, respecting and celebrating diversity.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

1. Aims and organisation:

a) Establish and maintain an ethos to encourage spiritual, moral, social and cultural development by:

- i. setting an example of justice, fairness, truth and respect in dealings between members of staff and between staff and students;
- ii. promote the positive use of language;
- iii. encouraging tolerance and a willingness to listen to and value difference of opinion;
- iv. valuing courtesy and consideration for others;
- v. making available facilities for individual support, guidance and counselling where needed;
- vi. following the programme of study for Life Skills, based on best practice and guidelines from the PSHE Association.
- vii. Taking an active part in charitable events such as:- Red Nose Day, Children in Need.

b) Enable the whole curriculum to be a vehicle for spiritual, moral, social and cultural development by:

- i. presenting positive images of regions, countries, faiths and cultures from around the world and challenging stereotypes;
- ii. encouraging students to see a pattern and purpose in life;
- iii. promoting aesthetic awareness;
- iv. being sensitive to the scope of human achievement;
- v. providing opportunities for pupils to engage in activities of discovery and exploration;
- vi. ensuring achievement and effort are celebrated and self-esteem enhanced, including through the use of Achievement Assemblies, Team Points, Weekly Merits, Headteacher Awards, Sports Day and sporting events, Golden Time and various rewards within class;
- vii. assisting students in the pursuit of truth and excellence;
- viii. Continuing to plan for and provide events and educational visits which afford students the opportunity to understand both their own and other cultures and societies.

c) Build structures that encourage spiritual, moral, social and cultural development by:

- i. giving pupils opportunities to exercise responsibility and initiative, for example via School Council, House Captaincy, School Buddies, class jobs, etc;
- ii. implementing the traffic light and golden time system to encourage and reward positive behaviour;
- iii. ensuring that sanctions allow pupils to take responsibility for their behaviour, while balancing this with the need for forgiveness and reconciliation, rather than judgement and recrimination;
- iv. encouraging teamwork and co-operation and emphasising that achievement and success should not be attained at the expense of others;
- v. encouraging competition based on mutual respect;
- vi. instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in prejudice-related behaviour, bullying and violence;
- vii. enabling pupils to recognise the inter-dependence of human beings through work for charity and in community programmes.

Provide opportunities for explicit spiritual development by:

- i. using collective worship to highlight the spiritual dimension;
- ii. ensuring that subjects like RE, English and Art include time for personal reflection;

- iii. taking opportunities to reflect on events in all areas of the curriculum, especially those which may involve a sense of awe, wonder or mystery in subjects like Art, Drama, English, Geography, History, Music, RE, Science and Technology.

d) Develop the school environment by:

- i. making Banstead Community Junior School a place of welcome for all visitors;
- ii. maintaining and improving grounds;
- iii. creating areas for and times of silence;
- iv. celebrating achievement through the display of work, pupil productions, exhibitions and events to which parents are invited to come into school to experience children's learning (e.g. Sports Days, open mornings, choir performances and school concerts etc);
- v. ensuring that play and leisure areas encourage and promote co-operative behaviour.

2. Equal Opportunities

Children are encouraged to value and respect each other irrespective of gender, race or creed. The school's work on anti-bullying is designed to help both the victim and perpetrator.

3. Assessment and Record Keeping

It is not possible, nor necessarily desirable, to assess quantitatively the extent to which students have absorbed these aspects of education, though resultant changes in behaviour may be observed. It is more appropriate to use the word "development" when considering the outcomes of spiritual, moral, social and cultural education though this development will not necessarily occur in a linear fashion.

4. Continuity

The Life Skills and RE Leaders will monitor the coverage of the different areas of SMSC across the curriculum and extra-curricular activities, and provide for staff professional development and attention to developing issues. However, it remains a whole school responsibility and teachers are to ensure opportunities are planned and delivered through a range of subjects. Provision will be monitored jointly by Life Skills and RE Leaders. Staff will actively look for opportunities to develop children's awareness and understanding of their social, moral, spiritual and cultural learning and continue to enhance the curriculum with relevant and enriching learning opportunities.

5. British Values

The School will ensure in policy and practice that it adheres to the fundamental British Values as detailed in Ofsted Handbook for Inspection, September 2014. The fundamental British Values include valuing democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils will be taught to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Links to policies:

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|-----------------------------------|--------|
| Anti-Bullying Policy | – S102 |
| Internet Safety Policy (E-Safety) | – S103 |
| Life Skills Policy | – P102 |

APPENDIX 1

Some examples of SMSC at Banstead Community Junior School

| | Spiritual | Moral | Social | Cultural |
|---------------------|---|--|---|---|
| Year 3 | RE lessons Life Skills Yr group assemblies Music Art Outside Learning Self-assessment | RE lessons Life Skills Yr group assemblies Detention reflection Class Charters | RE lessons Life Skills PE – team work Yr 3/4 buddies Paired reading School trips Worry Box | RE – Judaism Yr group assemblies Geog/History Music Art Charity work Newsround for key events. |
| Year 4 | RE lessons Life Skills Yr group assemblies Music Art Outside learning Self-assessment | RE lessons Life Skills Yr group assemblies Detention reflection | RE lessons Life Skills Yr group assemblies PE - team work Trips Community activities e.g. visiting local care homes | RE - Sikhism Yr group assemblies Geography/History Music Art |
| Year 5 | RE lessons Life Skills Yr group assemblies Music Art Outside Learning Self-assessment | RE lessons Life Skills Yr group assemblies Debates Literacy History Science | RE lessons Life Skills Yr group assemblies PE – team work Trips | RE – Hinduism/Islam Yr group assemblies Geography/History Music Art |
| Year 6 | RE lessons Life Skills Yr group assemblies Music Art Outside learning Self-assessment Create own invention | RE lessons Life Skills Yr group assemblies Debates E-safety Cyber-bullying | RE lessons Life Skills Yr group assemblies PE – teamwork Trips Playground buddies Visitors/speakers – RE/History Charity sales Choir – community Business – Virgin make a £5 work Drama productions | RE- Buddhism/Islam Yr group assemblies Geography/History Music Art Comenius hosting Create own parliament Music workshops Drama productions |
| Whole School | Assemblies School Council Church services and visits Bible Club | Assemblies School Council Golden Rules Behaviour system E- Safety day Life Caravan Sports Relief Anti-bullying Red Nose Day Children in Need Local charity support | Assemblies School Council Charity days Golden Rules Life Caravan Comenius Sports' Days Competitions: PE Collaborative working May Fayre | Assemblies School Council Productions/ Concerts Spanish learning/day Church Services/ Visits Comenius Project |