



Orchard Learning Trust

Spiritual, Moral, Social and Cultural Policy -
June 2018

Together We Inspire Enjoy Achieve

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 pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

School Assemblies/Collective Worship

Assemblies take place as a whole school.

Assemblies will:

- provide an act of collective worship to develop a community spirit
- be broadly Christian in nature
- promote the school's culture, values and expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate children's successes and achievements both in and out of school
- share and celebrate world culture, religions and festivals promote racial harmony and respect for all
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Assemblies may be led by:

- Executive Headteacher
- Head of School
- Assistant Head
- Teachers
- Children/choir and music groups
- Invited visitors, e.g. local clergy, charity workers,
- Members of the community

Elements of these assemblies will be broadly of a Christian nature and include:

religious and moral themes praise/moral songs/prayers/quiet reflective times.

Spiritual Development is the act of bringing **meaning** to life by establishing a sense of identity, values and ask questions about life.

As a school we provide learning opportunities that will enable pupils 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
- Respect themselves and others
- Show empathy towards others.
- Reflect on their lives.
- Be creative thinkers.
- Show resilience, persistence and courage.
- Relish and enjoy a challenge.

Moral development is the act of taking **action** to be a good citizen. By building a framework of personal values to regulate behaviour, whilst understanding society's shared and agreed values can change.

As a school we provide learning opportunities that will enable pupils 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 and others.
- Take action for justice.
- Make informed, rationale and independent judgments.
- Confidently uphold their values and principles.
- Reflect on consequences
- Confidently express views.
- Relish the chance to explore other cultures.
- Willing to review and alter their views and values.

Social Development is the act of being able to **interact** successfully in society by working as a team and taking responsibility for the wider community.

As a school we promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about the school and its role in the wider community.
- Develop an understanding of the importance of turn taking, co-operative play, partner talk and group work and team work.
- Present with appropriate and sensitive behaviour.
- Relate well to others.
- Resolve conflicts
- Make a contribution to society.
- Sensitively challenge the opinions of others.
- Exercise their responsibilities.

Cultural Development is the act of feeling like you **belong** to society. It is about understanding personal and the wider, shared ever-changing culture. It involves being aware of media, diversity and preventing racism.

As a school we promote opportunities that will enable pupils 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 to understand their own culture and beliefs and what has shaped them.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Respect and appreciate the cultures of others.
- Learn from other cultures.
- Enjoy cultural experiences.
- Be open to new ideas and beliefs.

British Values include the values of **Democracy, Rule of law, Individual liberty, Mutual respect and Tolerance** of those of different faiths and beliefs and those without faith.

- As a school we promote opportunities that will enable pupils to:
- Have self-esteem, self-knowledge and self-confidence.
- Distinguish between right and wrong and respect the civil and criminal law of England.
- Accept responsibility for behaviour and know how to contribute to society locally and widely.
- Have knowledge of public institutions
- Show tolerance between cultures.
- Respect and encourage democracy

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils 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.

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

Class discussions and Collective Worship will provide pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- 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 pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity and critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Opportunities to explore and care for the environment.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. school council, class buddies, sports clubs, class monitors, register monitors, assembly monitors, delivering messages and looking after younger children etc.
- Encouraging teamwork in PE and working together in co-operative games.
- Showing appreciation of the performances of other children regardless of ability.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.

- Participation in live performances.
- Opportunities for the children to hear stories from other cultures.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Participation in traditional English country dancing as well as dance from other cultures.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Use of school trips to promote co-operation and team work.
- Studying the contributions to society that certain famous people have made.
- Promotion of pupil voice through class councils and circle time.
- Develop quiet spaces outside for reflection and calm activities.
- Experience a well-developed PSHE and RE curriculum.
- Work with national charities to fund raise and increase awareness.
- Establish a strong cycling culture and promote sustainable travel to school.
- Supported by a welfare team offering emotional wellbeing advice.
- Studying E-safety.

Links with the wider community

- Visitors are welcomed into school to develop a range of subject areas.
- Links with local places of worship are fostered through children visiting and visitors coming into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil. The use of Home Connect, Home School Agreement, monthly Newsletters and the school website are an effective means of communication.
- Nursery-school visits in EYFS.

- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Involvement in future community events.
- Work with local charities and community groups.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis through observations, displays, bookwork across a range of subjects, pupil consultations and feedback from the children. Examples of work, coverage and planning will be placed in the PSHE assessment booklets.

This is achieved by:

- Monitoring of teaching and learning opportunities throughout curriculum areas by SLT, PSHE coordinator and subject leaders.
- Subject leaders identify aspects within their subjects to be included in teacher planning.
- Subject leaders monitor resource provision.
- The Head of School and SLT monitor the overall provision of SMSC.

Inclusion

Our school strives to be an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Godmanchester Bridge Academy, we actively seek to encourage equity and equality through our teaching.

As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- gender;
- ethnicity;
- disability;

- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Policy Details	Date	Signature and Name
Policy approved by Senior Management:	June 2018	Claire Wood
Policy approved by Senior Governor	June 2018	Caroline Crowther -Light
Date of next review:	June 2020	

Policy reference: GBA 1B/ 13 SM

Definition of SMSC

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.