

Galley Common Infant School

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

INTRODUCTION

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout school life. It is linked closely to our school aims and philosophy. Opportunities may be provided through an awareness of other relevant policies (Equal Opportunities, RE, PSHE).

GALLEY COMMON INFANT SCHOOL AIMS

Our Galley Common Infant School vision is for all who work, learn and visit here to be happy, successful, caring, enthusiastic and confident.

SKILLS FOR LIFE

To think for themselves, become problem-solvers, develop independence and co-operation.

HAPPY, HEALTHY AND SAFE

Create an atmosphere where everyone feels safe, able to express their feelings and emotions and making healthy lifestyle choices.

IDENTITY, COMMUNITY AND CULTURE

Develop a secure identity and a strong sense of self worth

Help parents, staff, Governors and other people in our community to work **together**, to be good members of our community and think about other people

Think about, begin to understand and enjoy experiences based on countries, religious beliefs and **cultures** that differ from our own.

NURTURING

Make sure people feel important and cared for, being able to demonstrate these attributes with others.

ENJOY AND ACHIEVE

Provide an environment that enables children to learn and **achieve** with enjoyment.

At Galley Common Infant School we recognise that the personal development of children, 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 children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures

SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

Christian values, principles and spirituality will be explored in the curriculum, especially in RE and Collective Worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. 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. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources.

School assemblies play a key part in promoting SMSC throughout the school.

The school fully subscribes to the PATHS/Protective Behaviour/Jigsaw/No outsiders project to promote and develop social awareness and emotional literacy.

AIMS OF SMSC

- 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 the 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.
- To ensure the school meets the legal requirements for a daily act of collective worship which is broadly Christian in character.

SCHOOL ASSEMBLIES/COLLECTIVE WORSHIP

A daily assembly for children will be offered, either as a whole school or in Key Stages.

Assemblies will include:

- A daily act of collective worship
- Developing a community spirit
- A broadly Christian nature
- Promotion of the school's culture, values and expectations
- Exploring important moral and social themes
- Promoting care for the planet
- Providing important notices and information
- Celebrating children's successes and achievements both in and out of school
- Sharing the school curriculum with parents/carers
- Sharing and celebrating world culture, religions and festivals
- Promoting racial harmony and respect for all
- Welcoming visitors to lead assemblies and share experiences, values and beliefs

SPIRITUAL DEVELOPMENT

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

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

At Galley Common Infant School we aim to encourage Spiritual Development through:

- The values and attitudes the school identifies, upholds and fosters
- The contribution made by the whole curriculum
- Religious education, acts of collective worship and other assemblies
- Extra-curricular activity, together with the general ethos and climate of the school
- Circle time activities

- Charitable work and fund raising
- Educational visits
- Story time
- Visits by theatre, dance and music groups
- Hearing music from different composers, cultures and genres e.g. composer of the month
- Links with the local church

MORAL DEVELOPMENT

Definition

Moral development is about the building, by children, of a framework of moral values which regulates their personal behaviour. It is also about the development of children' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Recognise the challenge of religious teaching particularly that of Jesus
- 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

At Galley Common Infant School we:

- Address moral issues through assemblies, RE and PSHE
- Have a Behaviour and a Teaching and Learning Policy contributed to by staff and children
- Deal promptly with any discrimination and injustice, involving children in decision-making where appropriate
- Have a strong home-school agreement which is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children
- Promote a safe learning environment in which children can express their views and opinions
- Model through relationships and interactions, the principles we wish to promote
- Encourage children to take responsibility for their actions
- Acknowledge and praise good behaviour

We aim to provide experiences of;

- Deciding positions of responsibility – play leaders, school council, librarians, Eco warriors, SNAG team.
- Circle time activities
- Charitable work and fund raising
- Educational visits
- Story time
- Visits by theatre, dance and music groups
- Studying the contributions to society that certain famous people have made

Our curriculum supports children's moral development. By using the PSHE schemes; PATHS, JIGSAW, No Outsiders and Protective behaviours, children develop the values and ability to regulate their personal behaviour.

SOCIAL DEVELOPMENT

Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the working together. It is about functioning effectively in a multi-racial, multicultural society. It also involves the development of the interpersonal skills necessary for successful relationships.

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
- Begin to understand the need for social justice and a concern for the disadvantaged

At Galley Common Infant School we:

- Foster a sense of community with common, inclusive values
- Provide opportunities for children to work in a variety of social groupings, within the class and sometimes across the school
- Provide positive whole school experiences, e.g. school productions and awards assemblies
- Encourage children to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through PSHE
- Help children to resolve tensions and conflicts
- Have regular school council meetings
- Encourage children to support nominated charities through school events
- Extra-curricular activities – school clubs such as singing, sports etc.
- Encouraging teamwork in PE and games

- Development of school rules
- We plan to have links with other schools
- Team building activities
- Play leaders – encouraging participation
- Responsibility for developing aspects of the school grounds – sensory garden, library, play area
- Liaison with the local junior school to support the primary curriculum and effective transition, takes place regularly

CULTURAL DEVELOPMENT

Definition

Cultural development is about children' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting children' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

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
- Recognise Christianity as a world-wide faith
- Develop an understanding of their social and cultural environment

At Galley Common Infant School we:

- Have an Equal Opportunities Policy
- Celebrate children's particular gifts and talents, regardless of culture
- Work with outside agencies to support the needs of children as appropriate
- Raise children's awareness of other cultures through assemblies, and the curriculum e.g. Chinese New Year, Diwali
- Report incidents of racism and prejudice appropriately
- Educational visits e.g. Gurdwara, Mosque, Church
- Visits to school by theatre, artists and musicians
- School performances
- Lives of significant others
- Links with schools in the UK and overseas
- Theme days – Diwali, Chinese New Year, Saints days
- Links with communities and charities e.g. Comic Relief, Sports Relief, Children in Need
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments

Our Religious Education Scheme of Work provides opportunities for learning about other cultures;

THE CURRICULUM

Through classroom discussions we will give the children 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 the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially,

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively.

Reviewed: October 2024

Next Review: October 2026

APPENDIX 1

Children' **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 they need to foster their own inner lives and non-material well-being.

Children' **moral development** involves children 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' **social development** involves children 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. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Children' **cultural development** involves children 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 others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

APPENDIX 2

Galley Common Infant School SMSC Provision

	<u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge, skills, foster their own inner lives and non-material wellbeing.	<u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, responsible moral decisions.	<u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participate, active contribution to the democratic process, communities.	<u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences., understand, appreciate and contribute to culture.
Reception Early Years Practice encompasses SMSC	Multi-cultural day/week – Diwali, Chinese New Year EYFS Wedding RE Curriculum	Circle times Behaviour Policy – Golden time, PATHS No Outsiders	Involvement of class rules Link with other schools No Outsiders	*Study and celebration of religious festivals. Link with other schools No Outsiders
Year 1 and 2	*Daily assembly times *Star of the week *Golden Time *Visits to church e.g. Christmas, Easter *Visit to Gurdwara *Fundraising for charities	*Star of the week *Golden Time *Assembly themes e.g. *Behaviour policy *PSHE teaching *playground leaders *school council	*Learning partner *Playground leaders *school council *Eco warriors *extracurricular activities (football, singing cooking, film, nature, dodgeball) Involvement of class rules	*Educational visits *Visits from theatres *School performances *Assemblies *Visits to places of Worship (Church and Gurdwara) *Study of different

	<p>such as Red Nose Day, Jeans for Genes day</p> <ul style="list-style-type: none"> *Educational visits at least twice a year *School mission statement *after school clubs. *RE Curriculum 	<ul style="list-style-type: none"> *home/school agreement *Eco schools *Team points * Year 2 awards *PATHS *No Outsiders 	<ul style="list-style-type: none"> *Role play activities through learning *Paired learning *Christmas Play *End of year 2 performance *Link with other schools *No Outsiders 	<p>religious festivals and celebrations</p> <ul style="list-style-type: none"> *Links with charities * celebration of events e.g. world book day, jeans for genes, Red nose day etc *Olympic celebration. *Story time *Link with other schools No Outsiders
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