

The Oaks Community Primary School

Spiritual, Moral, Social and Cultural Policy



At The Oaks, everyone is CELEBRATED

The community is at the heart of everything we do and we explore a world of endless opportunities. Through questioning and challenge, children develop a love of life-long learning and our enabling environments empower every child.

We are always helping children to belong through a brave and balanced curriculum and we are Ready, Respectful and Responsible in all that we do.

We Aspire, Achieve and Appreciate to realise our ambitions and together we flourish and grow. Every encounter is an opportunity to develop independence, confidence and resilience. Our dedicated and determined staff go above and beyond to help children to become unstoppable.

Spiritual, Moral, Social and Cultural (SMSC) Policy

The policy aims to:

- To ensure that everyone in school is aware of our values. To ensure a consistent approach to SMSC issues.
- To ensure that a pupil's education is within a meaningful context and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them.
- To give each child a range of opportunities.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility. SMSC

Pupils' 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 the need to foster their own inner lives and non-material well-being.

Pupils' moral development involves pupils 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.

Pupils' social development involves pupils 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.

Pupils' cultural development involves pupils 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' way 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.

The Intent of SMSC at The Oaks

At The Oaks Primary School, we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides children with as many opportunities to

explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We endeavour to enable them to achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures.

Implementing SMSC at The Oaks

Our school curriculum is focused on promoting pupils' spiritual, moral, social and cultural development and preparing all pupils for opportunities, responsibilities and expectations in life. This is constantly underpinned by our school vision of 'Making a Difference'.

Moral values, principles and spirituality will be explored throughout every subject in the curriculum and is a focus in RE and RRSA. The integrity and spirituality of all faiths will be respected and explored. Children are given access and time to experience and understand alternative views and a diversity of spiritual traditions.

All staff in school model and promote expected behaviour, treat all people as valuable individuals and show unrelenting respect for children and their families.

Children are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged and expected to value themselves and others. They are positively reminded that there are consequences for their actions. Our behaviour policy promotes and encourages the reflection of behaviour and attitudes.

Children are expected to understand that the need for rules is for the good of everyone in our school community. Classroom and school rules reflect and reward outstanding behaviour and celebrate work and achievements.

At The Oaks, all curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

SMSC in each subject

The Contribution of Books, Language and the Written Word

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Helping pupils to engage in emotional literacy through differing genres.

The Contribution of Mathematics

- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.
- Cooperate in maths investigations and listen to the views of others and contribute to discussions.

The Contribution of Science

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Computing and Technology

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the Internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History and Understanding the Change from the Past

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography and the Wider World

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.
- The Contribution of Foreign Languages
- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Whole school celebrations linked to Bastille Day and links with a school in France.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of RRSA

RRSA contributes to our students' SMSC development through:

- Children know that they and themselves have rights.
- Children know that rights are universal.
- RRSA across school enables all children to be empowered in their own understanding and thought.

- Children build their confidence in knowing that they have entitlement and how to express this.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Music and the Arts

Music contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Pupil Leadership.
- Part time on-site Learning Mentor.
- Assemblies that have a Spiritual, Moral, Social or Cultural theme.
- Through community projects, for example our Macmillan Coffee Mornings, etc.
- Our wide range of Extra-Curricular activities.
- School productions at Christmas and the end of the school year.
- School Council
- Supporting whole school policy on issues such as discipline and behaviour.

British Values through SMSC

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum, our environment and supports the development of the child as a whole. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our children. The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council where the children's voice is not only heard, but taken into consideration in all areas.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We endeavour to help all children to understand the connection between actions and consequences. This safe and calm environment enables children to feel empowered and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

All our children, including SEND and PP, are encouraged to become good and valued citizens. We do this by supporting each child to become as independent as possible. At The Oaks, we endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our sequential and purposeful assemblies help all children to find out about themselves, their rights and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, rights and respect, helping others and celebrations from a range of faiths and world events.

Children are encouraged to experience British Culture through our curriculum themes. For example, pupils visit many local places which hold purposeful significance. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

All staff work closely with parents, carers and other professionals to ensure that the children at The Oaks Primary School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

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