



SMSC Policy

Contents

1.Aims

2.Introduction

3.Spiritual Development

4. Moral Development

5. Social Development

6. Cultural Development

7.Teaching and Organisation

8. Links with the wider community

9. Pupil Voice

10.Monitoring Arrangements

11. Links with other Policies

1	Aims
1.1	At Peafield Lane Academy, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements, who thrive and make aspirational choices about their own future.
1.2	The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour; marked by respect and responsibility. ○ 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 ○ To ensure that Collective Worship is part of the daily school routine, with a 'time for reflection' taking place
2.	Introduction
2.1	At Peafield Lane Academy, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, 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 other cultures. This is a whole school issue.
2.2	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, and this is underpinned through our curriculum 'principles' within our 'intent'. The integrity and spirituality of pupils from varied/different faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.
2.3	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 pupils can find acceptance for themselves as unique individuals. Pupils 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.
2.4	Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's behaviour policy.
2.5	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 teachers' planning and purchasing decisions.
3.	Spiritual Development
3.1	Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.
3.2	As a school we aim to 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

3.3	○ 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 Examples of experiences commonly regarded as spiritual include: ○ curiosity and mystery ○ awe and wonder ○ connection and belonging ○ heightened self-awareness ○ prayer and worship ○ deep feelings of what is felt to be ultimately important ○ a sense of security, well-being, worth and purposefulness
4.	Moral Development
4.1	As a school we aim to 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 ○ take action for justice ○ make informed and independent judgments
4.2	Our school supports pupil moral development by: ○ providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school, as described by our behaviour policy ○ promoting racial, religious and other forms of equality ○ developing an open and safe learning environment in which pupils can express their views and practice moral decision making ○ recognising and respecting the codes and morals of the different cultures represented in the school and wider community
5	Social Development
5.1	As a school we aim to promote opportunities that will enable pupils to:

5.2	○ develop an understanding of their individual and group identity. Learn about service in the school and wider community ○ work collaboratively and cooperatively, both as a leader and as part of a team ○ be part of a School Parliament ○ act as House Leaders ○ act as Sports Leaders ○ act as Play Leaders ○ take roles and responsibilities throughout school Our school develops pupil social development by: ○ identifying key values and principles on which school and community life is based ○ fostering a sense of community, with common, inclusive values ○ promoting racial, religious and other forms of equality ○ encouraging pupils to work co-operatively ○ encouraging pupils to recognise and respect social differences and similarities ○ providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions ○ helping pupils develop personal qualities which are valued in a civilised society, for example, <i>enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect, adaptability and an awareness of others' needs</i> ○ providing opportunities for engaging in the democratic process and participating in community life ○ providing opportunities for pupils to exercise leadership and responsibility ○ providing positive and effective links with the world of work and the wider community
6.	Cultural Development
6.1	As a school we aim to 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 ○ develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

6.2	Our school develops pupils' cultural development by: ○ extending pupils' knowledge and use of cultural imagery and language ○ encouraging them to think about special events in life and how they are celebrated ○ recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance ○ reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, citizenship events
7.	Teaching and Organisation
7.1	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.
7.2	Class discussions, whole school assemblies 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, e.g. 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 – e.g. empathy, respect, open mindedness, sensitivity, and critical awareness
7.3	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

7.4	Practical activities to develop SMSC will include: ○ working together in different groupings and situations ○ encouraging the children to behave appropriately at meal times, with children cooperating in 'family service' meal settings ○ taking responsibility e.g. class monitors, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children, belonging to the School Parliament or House Group ○ encouraging and promoting teamwork in PE and 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 ○ use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations ○ assemblies using 'Picture News' to support the delivery of British Values ○ 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 ○ opportunities to make and evaluate food from other countries ○ studying the contributions to society that certain famous people have made
8.	Links with the wider community
8.1	Visitors are welcomed into school. 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 (half termly newsletter, school website). Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
9.	Pupil Voice
9.1	The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small

	group classroom conversations to students contributing to the overarching ethos of the school.
10.	Monitoring Arrangements
10.1	Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by: - o monitoring of teaching and learning opportunities throughout curriculum areas by SLT and subject leaders - o good practice in SMSC being shared with staff regularly
11.	Links with other school policies and practices
11.1	This Policy links with a number of other school policies, practices and action plans including: - o British Values Policy - o RE Policy - o Behaviour Policy - o Equality Objectives