



Inmans Primary School

SMSC Policy

Date	Written By	Approved by	Review Date	Approved by Governors
Dec 18	Sue Fellows	N/A	Nov 19	Feb 19

Introduction

Inmans Primary School recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual. The Inmans Primary School community contributes to a purposeful learning environment that is themed to inspire a strong sense of learning and encourages children to develop a cohesive community identity - preparing its members to take their rightful place as a local, national and global citizen in modern Britain.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC).

Spiritual Development

Aim

This area relates to the beliefs and values, religious or otherwise, which children use to inform their point of view on learning and in their own lives. Spiritual development, which is contributed to by all areas of the curriculum, aims to inspire respect for different people's faiths and cultures whilst encouraging opportunities to reflect on, develop then articulate a sense of identity and personal insight, meaning and purpose.

Objective

At Inmans Primary School our students will be provided with opportunities to progress their Spiritual Development by experiencing a curriculum which will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;

- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

In Practice

At Inmans Primary School, this is delivered through:

- A programme of Religious study which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- An assembly programme to address the spiritual aspect of quiet and reflection – using past and present role models from the world and encouraging community participation;
- A student support structure that is focused on developing the skills of students (play leaders and reading ambassadors where leadership skills – organisation, communication, cooperation and responsibility – are developed / promote a joy of learning) and emotional guidance for students (ELSA);
- Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
- A rewards system developing student self-esteem through Class Wide Rewards, House Points, certificates (Milestones in House Points and Reading) and Good Work assembly / rewards at all levels throughout the school;
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;

The use of school council to involve students in the life of the school. For example, student council members who have a clearly defined set of values, inc. 'British Values', creatively displayed via video: introducing, explaining and evidencing our understanding of British Values and how our school promotes them, have developed competitions for other pupils to take part in and have designed days to meet to increase pupils' spirituality, personal happiness and wellbeing.

Moral Development

Aim

The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour. Moral development aims to progress the quality of relationships that students experience, improve pupils' understanding of society's shared and agreed values and overall ensure that children are aware that they are responsible for their actions and can clearly articulate the consequences of their actions for themselves, others, and wider society.

Objectives

At Inmans Primary School, our students are provided with opportunities to progress their Moral Development and is outlined within the three school rules:

- Keep unkind hands, feet and objects to yourself;
- Use positive language;
- Follow instructions.

These codes of conduct are used to promote the concepts of excellent behaviour by ensuring children are:

- Kind and considerate;
- Helpful to others and listen to what they have to say;
- Quiet around the school holding appropriate conversations;
- Committed to school and classroom rules;
- Committed to a healthy, safe and environmentally friendly school.

In practice –

At Inmans Primary School this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons;
- Themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons;
- Assembly themes on moral issues, developed and reinforced during Pod Assemblies;
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality;
- The use of students in teams across the school: Student council; Reading Ambassadors; Play Leaders.
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.
- Children develop a Class Mission Statement and Vision Statement to display on the doors of their classrooms. These class charter's are an expression by the children of the values they uphold and expect from one another as a minimum in the classroom.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during deep learning weeks across the school and demonstrates the flexibility of our teaching programme.

Social Development

Aim

This area relates to Social development and how young people participate successfully. Social development focuses upon the skills and personal qualities necessary for individuals to live and function effectively in a community, modern Britain and within wider society. Children at Inmans must learn to function effectively in a multi-racial, multi-cultural society and continue to

develop tolerance. This involves growth in understanding of society and cultures in all its aspects and involves the development of inter-personal skills necessary for successful relationships.

Objectives

At Inmans Primary School, students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

In Practice

At Inmans Primary School, we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner;
- The use of students in collaborative teams across the school: Student council; House Leaders team; Sports teams; House teams; Charity teams – NSPCC ambassadors; Reading Ambassadors; Play Leaders; and many other clubs and societies detailed online;
- Elected school council representative to feedback views, ideas and concerns to their classes and to the senior leadership team;
- Experience the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study;
- There are a wide range of planned opportunities aimed at raising the aspirations of all pupils and broadening their horizons by enabling them to find out about and experience further and higher education.

Cultural Development

Aim

This area relates to Cultural development and how we, at Inmans Primary School, help children to develop an understanding of their own culture and other cultures in their community, region and within wider society - Modern Britain, Europe and elsewhere in the world. Cultural development represents an understanding of and feeling comfortable in a variety of cultures which may be similar or different to the ones we are used to. It is about being able to operate in emerging world culture of shared experiences provided by television, art, theatre, travel and the internet. At Inmans Primary School, whilst we promote pupils' cultural development, we aim to embrace and value cultural diversity thus preventing racism.

Objectives

At Inmans Primary School, the students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In Practice

At Inmans Primary School, we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools, colleges and universities – in order to better understand other cultures and ways of life.
- Modern Foreign Language – new scheme of work allowing children to create links to other languages is a recent development.
- Celebration assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Diwali, Hannukah.
- Provision of a Reflect Book allowing children to reflect upon the cultural lessons they have learned and gives them the opportunity to articulate and reflect on recent / current events going on in their lives;
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas;
- Access to the Internet in order to explore cultures and activities as extension learning.

British Values

Aim

At Inmans Primary School, we actively promote the fundamental British Values. Our aim is to develop our children’s self-knowledge, self-esteem and self-confidence, thus equipping children to distinguish right from wrong in all of the above SMSC areas for development.

Our hope is that Inmans children leave Primary Education as tolerant, liberal, respectful members of the Modern British community with an appreciation and understanding of democracy and rule of law.

Objectives

At Inmans Primary School, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

In Practice

At Inmans Primary School we:

- Include age-appropriate material in the curriculum on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain in comparison to other forms of government in other countries;
- Make sure that all pupils within the school have a voice that is listened to;
- Demonstrate how democracy works through actively promoting democratic processes, such as an elected school council;
- Use opportunities such as general or local elections to hold mock elections to teach pupils how to argue and defend points of view;
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- Consider the role of extra-curricular activities in promoting fundamental British values.