

Spiritual Moral Social and Cultural POLICY

This Policy should be read in conjunction with the school's following documents

- Anti-Bullying Policy
- Behaviour for Learning Policy
- Learning values and mission statement
- PSHE/RE schemes of work
- Assembly plans

Date	Spring 2015
Review Date	Spring 2018

NES vision statement

North Ealing works inclusively with our families to maximise the learning potential of all the children in our community.

Spiritual Moral Social and Cultural POLICY

Introduction

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.

The learning values developed at NES underpin all aspects of teaching and learning and should support the children with their approach to all aspect of school life. (See learning values and mission statement).

This is a whole school issue.

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.

The integrity and spirituality of pupils from faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All 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, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

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.

Pupils will be encouraged to reflect on their own experiences, beliefs religious or otherwise that inform their approach to life.

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.

Pupils will be encouraged to accept and engage with fundamental British Values of democracy, the rule of law.

Pupils will be encouraged to understand the UN convention on the rights of the child as set out by UNICEF.

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 teacher's planning and purchasing decisions. Pupils should be encouraged to use their imagination and creativity in their learning as much as possible.

General Aims

- To ensure that everyone connected with the school is aware of our values and vision.
- 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 that our pupils have access to a broad and balanced curriculum that responds to particular needs and helps prepare the children for life in modern Britain.

Spiritual Development

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.
- 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.

Moral development

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.
- Make informed and independent judgments.

Social Development

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

- Develop an understanding of their individual and group identity.
- Use a range of different social skills, socialising and mixing with children from a range of different backgrounds.
- Co-operating well with others and being able to resolve conflicts with others.

Cultural Development

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.
- Recognise and respect the main world faiths.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- An enthusiasm to participate in artistic, sporting and cultural opportunities.

Teaching and Organisation

SMSC it underpins everything that happens in school life.

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.

A rounded programme of assemblies will be a key element of promoting pupils' SMSC development across the school.

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

SMSC is about how children make sense of the world and other people.

Class discussions, circle time and school council will give pupils opportunities to:

- Links made to underpinning learning values and school vision.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, bereavement 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, critical awareness
- Consider the difference between right and wrong.

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.
- Explore the set of school learning values throughout all aspect of school life.

Links with the wider community

Visitors are welcomed into school.

The development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Ensure that school trips and visits reflect the different faiths and cultural diversity present in the local community.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Senior team identify SMSC as a part of the regular monitoring programme.
- Good practice is shared during peer observations
- Curriculum Coordinators identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
- Coordinators will monitor resource provision, identifying shortfalls.
- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.

Ofsted:

SMSC is evaluated by Ofsted before making the final judgement on the school's overall effectiveness.

Spring Term 2015