

SMSC Policy



DANE ROYD SCHOOL

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

SMSC

This purpose of this policy is to support the teaching of the PSHE Jigsaw Scheme.

1. Our Vision

1.1 What is our Intention for SMSC at Dane Royd?

SMSC stands for spiritual, moral, social and cultural development.

All schools in England must show how well their pupils develop in SMSC.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

At Dane Royd J&I School, the children and their learning are at the very heart of every decision made. The school will help the pupils to develop an inner discipline and will encourage them to not just

'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

1.2 Attitude and skills

We also seek to encourage children to develop the following skills:

- *Share their achievements and successes with others*
- *Talk about personal experiences and feelings*
- *Express and clarify their own ideas and beliefs*
- *Speak about difficult events*
- *Explore relationships with friends/family/others*
- *Consider the needs and behaviour of others*
- *Show empathy*
- *Self-esteem and a respect for others*
- *A sense of belonging*
- *Intercultural understanding*
- *Develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.*
- *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*
- *Experiencing good role models*
- *Take turns and share equipment*
- *Work co-operatively and collaboratively*

2. Roles and responsibilities

2.1 The Role of the SMSC Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff
- Attending relevant in-service training and prompting others about relevant training
- Leading staff meetings where appropriate

2.2. The role of the Senior Leadership team is:

- To ensure the policy is implemented.

2.3 The role of the class teacher:

- To implement the teaching of the policy.

2.4 The role of the Governing Body:

- To oversee the whole school approach to SMSC.

3. Teaching and Learning

The Spiritual, Moral, Social and Cultural education of pupils at our school is cross-curricular, aspects of PSHE and RE as well as Music and Art within the curriculum provide pupils with opportunities to develop spiritually, culturally and morally in a supportive atmosphere. Spiritual and moral themes are also explored in assemblies.

Practical activities to develop SMSC include:

- *Working together in different groupings and situations*
- *Encouraging the children to behave appropriately within the school community*
- *Taking responsibility e.g. pupil voice group, school council, prefects, class monitors, delivering messages and looking after younger children or peers*
- *Encouraging teamwork in PE and games*
- *Showing appreciation of the performances of other children regardless of ability*
- *Hearing music from different cultures and genres*
- *Meeting people from different cultures and countries*
- *Participation in a variety of different educational visits*
- *Participation in live performances*
- *Use Picture New for assemblies to explore important aspects of our heritage, other cultures and British values e.g. festival days, the patron saints and national celebrations,*
- *Studying literature and art from different culture*
- *Participation in traditional and cultural dances*
- *Opportunities to evaluate food from other countries*
- *Opportunities in music to learn songs from different cultures*

Links with the wider community

- Visitors are welcomed into our school
- Links with local churches are fostered
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- The school will support the work of a variety of charities
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with local secondary schools to support the primary curriculum
- School work with other schools in both the local and wider area on a variety of projects- eg Remembrance Services, young voices, nursing home

3.1 Curriculum Overview:

How SMSC fits in to Dane Royd Curriculum

Subject	We promote Spiritual Development by...	We promote Moral Development by...	We promote Social Development by...	We promote Cultural Development by...
English	Responses to Literature - questions such as 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' 'Appreciation of the beauty of language. Recognition of how others' beliefs and experiences have shaped the course of Literature.	Exploring stimuli for thinking about the consequences of right and wrong behaviour. Students speculating and applying their own learning to their own lives. When they do <u>this</u> they are developing their speaking, listening and higher order thinking skills. Considering different perspectives.	Supporting conceptual and language development through an understanding of the debates about social issues. Promoting opportunities for talk and collaboration in a range of setting	Understanding and acknowledging different cultures through a range of Literary works.
Maths	Making connections between pupils' Numeracy skills and real life. For example, could compare how a child in Africa spends her day with how children in the UK spend their time. Consider pattern, order, symmetry and scale both human-made and in the natural world.	Engaging pupils playfully, for example in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on data that has moral and ethical implications; for example, students might consider the difference in amounts of money spent on nonessentials aid/water	Sharing resources in the classroom, the negotiating of responses and group problem solving. Analysing social data e.g. on health care, poverty, bullying.	Asking questions about the history of maths: for example, 'What did the Egyptians, Greeks and Indians discover that we still use in Maths today?'
Science	Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for students to ask questions about how living things rely on a contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed.	By offering pupils the opportunity to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to speculate about how science can be used for both good and ill.	Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimensions of scientific advances e.g. environmental concerns, medical advances, energy processes.	Asking questions about the way in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.
History	Considering how things would be different if the course of events had been different; Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped it.	Exploring the results of moral decisions in the past. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice? Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'What would have turned a tragedy into a triumph?'	Exploring the results of moral decisions in the past. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice? Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'What would have turned a tragedy into a triumph? Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past: for example, what might pupils say about the rights of children in Victorian times? Is <u>it</u> important society looks after young children? Are there still people who don't get a fair deal? Encouraging	Exploring local history and under-researched history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Celebration of significant national events e.g. Remembrance Day.

			students to talk to their parents and grandparents; for example, when learning about WW2	
Geography	Using maps, photographs, DVDs and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is.	Considering how people treat the environment: posing questions such as, 'How are we changing our surroundings?' 'Are some things for the better or for the worse?' 'Who benefits and who suffers?' 'What should be our personal response to these? Who should look after our environment?'	Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. Considering social responsibility e.g. care for the environment, impact on traffic on the local area, tourism.	Exploring cultures that have had and still have an impact on the local area.
Music	Allowing pupils to show their curiosity and delight in creating their own sounds. Making links between their learning in other curriculum areas with music being played as background. Considering how music makes one feel and can make one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for an occasion.	Exploring how music can convey human emotions such as sadness, joy, anger. Appreciating the self-discipline required to learn a musical instrument exploring the moral message in liberation songs and in lyric writing using moral tales as starting stimulus.	Exploring how an orchestra works together. Discussing what would happen if musicians in band/group didn't cooperate. Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. Engaging with the local community through music projects.	Giving all pupils an opportunity to learn a musical instrument and take part in regular singing. Encouraging pupils to listen and respond to traditions from around the world. Appreciating musical expression, from all different times and places. Learning to recognise music from other cultures and learning songs in other dialects
Art	Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. Exploring different artists' interpretation of a key figure or event and asking what the artist was trying to convey. Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.	Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions	Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. in advertising, in representing particular groups of people.	Exploring a wide range of creative media from around the world. Reflecting on the cultural significance of well-known pieces of art. Developing aesthetic and critical awareness.
DT	Enjoying and celebrating personal creativity. Reviewing and evaluating created things.	Raising questions about the effect of technological change on human life and the world around them.	Exploring dilemmas that individuals may face and developing practical solutions to these problems.	Considering cultural influences on design. Asking questions about functionality vs aesthetics.
MFL	Exploring the beauty of another language. By exploring the way in which the language is constructed, has evolved and its link with English.	Helping pupils to have an accurate and truthful understanding of another culture.	Learning the skill of communicating in different ways. Exploring different social conventions e.g. forms of address.	Appreciating the language and customs of others. Exploring the literature and culture of other countries. Taking parts in visits or other cultural occasions
Computing	Wondering at the power of the digital age e.g. the use of the internet. Understanding the advantages and limitations of ICT. Using the internet as a gateway to big life issues.	Exploring the moral issues surrounding the use of data. Considering the benefits and potential dangers of the internet - e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web.	Links through digital media services with other schools and communities. Highlighting ways to stay safe when using online services and social media. Being prepared to work with technology to forge new relationships. Discussing the impact of ICT on the ways people communicate.	Exploring human achievements and creativity in relation to worldwide communications. Developing a sense of awe and wonder at human ingenuity.
PE	Delighting in movement, particularly when students are able to show spontaneity. Taking part in activities such as dance, gymnastics which help students focused, connected and creative. Being aware of one's own strengths and limitations.	Developing the Olympic values of: • Self-respect • Perseverance • Honesty • Teamwork • Passion Developing positive sporting behaviour.	Developing a sense of belonging and self-esteem through team-work. Developing a sense of community through taking part in inter-school sporting events.	Developing a sense of Learning about the history of sport, and where sports originate from making links with national and global sporting events such as the

				World cup and Olympic games. Exploring rituals surrounding sporting activities.
PSHE	Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience and inner strength.	Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.	Engaging in the democratic process for electing School Council and taking part in the process of contributing to school decision-making. Creating opportunities for students to exercise leadership and responsibility- School council, Peer Mentors etc.	Exploring how different cultures can offer great insights into how we lead our lives.

4. **Assessment:**

4.1 **Recording of SMSC:**

- Children's books
- Assemblies
- Pupil Voice.

4.2 **Assessment:**

Runs in-line with the PSHE Jigsaw Scheme.

4.3 **Marking:**

Marking is in-line with policy, however Teachers can use formative assessment through discussion.

4.4 **Monitoring and evaluation:**

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Monitoring of teaching and learning and work scrutiny by senior management
- Regular discussions at senior management and staff meetings

5. **Aspects**

5.1 **Differentiation:**

The curriculum is accessible for all children regardless of level.

5.2 **SEND students:**

SMSC policy supports implementation of the SEN policy.

6. **Organisation:**

6. 1 **Homework/parent partnership:**

The school ensure that there are close links with parents to support children's Spiritual, Moral, Social and Cultural development.

6.2 **Resources:**

- Picture News assemblies
- Books related to SMSC
- Links to PSHE Jigsaw scheme

Concluding notes

Monitoring and review:

This policy will be reviewed in September 2023; however a review will commence before this proposed date if any national changes occur.

Other documents and appendices:

Appendix A - Jigsaw scheme

