

Spiritual, Moral, Social and Cultural (SMSC) Policy

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Document Control

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Spiritual, Moral, Social and Cultural Policy

This policy should be read in conjunction with the following policies:

- Behaviour Management Policy
- Antibullying policy
- Child on Child abuse policy
- PSHCE Policy
- Religious Education Policy

Introduction

At Wirksworth Junior School, we understand our statutory duty to encourage pupils' SMSC development. We recognise that every child has a valuable contribution to make to the life of our school. It is our intention to create good local, national and global citizens, who develop good character, resilience and grit. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

Values and Ethos

At Wirksworth Junior School, we seek to create a cohesive, compassionate community, in which children can develop relationship skills, emotional literacy, health and wellbeing. Wirksworth Junior School promotes six values:

- Respect
- Fairness
- Perseverance
- Togetherness
- Trust
- Aspiration

Curriculum

Our curriculum has been designed to meet the needs of all pupils at the school. The intent is to give pupils an opportunity to gain a positive sense of themselves but also learn about how different they are to others and be able to tolerate differences in a respectful way. Our curriculum is designed to develop independence and resilience, ensuring children are fit and well physically and mentally.

Spiritual Development

Spiritual development is not the imposition of a religious faith or to religion in general. However, spiritual development may lead to the acceptance of a faith, or it may not. The development of an individual's own personal spirituality is a journey or a quest which seeks to know, develop and understand one's own inner self.

At Wirksworth Junior School, we will encourage children's spiritual development by:

- giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- to understand and respect different faiths including atheism and agnostic;
- encouraging children to explore and develop what animates themselves and others;
- developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect;
- accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs;
- promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns;

Moral Development

At Wirksworth Junior School, we aim to enable pupils to build a framework of moral values which regulates their personal behaviour. We also help them to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

At Wirksworth Junior School, we will encourage children's moral development by:

- providing opportunities for reflection and the development of their own opinions;
- helping them to recognise and resolve the moral issues and dilemmas implicit in a given context;
- enabling them to make and act upon informed choices, taking right and wrong into account;
- understanding that there are issues where there is disagreement or conflict and respecting others' views;
- encouraging them to take pride in themselves and their work;
- developing the personal skills and qualities necessary to manage situations, such as being able to:
    - make decisions;
    - reflect on and change personal behaviour;
    - resist peer pressure;
    - show respect and compassion for themselves, others and the environment;
    - challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power;
    - abide by "fair play", being good winners and losers, in games, rules and life.

Social Development

At Wirksworth Junior School, we attempt to develop in our children a growing understanding of the part that they play within the school community and wider society, both now and in the future. Through their social development, we encourage children to relate positively to others, participate fully in the community and develop an understanding of good citizenship.

At Wirksworth Junior School, we will encourage children's social development by:

- developing an understanding and respect of others, their opinions, beliefs and customs;
- developing an understanding of society's institutions, structures and characteristics, including democracy and the rule of law;
- encouraging them to have a sense of pride in their community;

- nurturing the development of the inter-personal skills necessary for successful relationships;
- helping them to use restorative approaches with their peers increasingly independently;
- encouraging them to think about the impact of their own and others' actions on others;
- developing good teamwork skills through opportunities to co-operate and share;
- expecting good manners and courteous behaviour;
- providing opportunities for children to develop self-confidence;
- providing opportunities for the development of interpersonal skills.

Cultural Development

Cultural Development at Wirksworth Junior School is about children understanding and appreciating their own culture and other cultures in their community, Britain and throughout the world. It is an exploration of how we are the same and how we are different; how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils' cultural development is intimately linked with our schools' attempts to value cultural diversity and prevent racism.

At Wirksworth Junior School, we will encourage children's cultural development by:

- helping children to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet;
- helping children to understand that cultures are always evolving and coping with change;
- providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;
- developing an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith;
- providing opportunities to nurture the cultural development of our children in all creative areas across the curriculum;
- encouraging a personal response to a range of cultural activities;
- exposing children to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHCE, RE and Circle Time activities.

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school.

Spiritual Development	
Provision	**How it is evidenced**
Religious Education curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole School Values	RE curriculum plans, include a multi-faith approach based upon the Derbyshire Agreed Syllabus. Visiting places of worship Whole school assemblies and celebrations of values Person of the week Outdoor learning Forest School activities Residential visits Harvest, Christmas and Easter celebrations Nurture groups Visits from faith groups Time to reflect upon learning and experiences

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. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- 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

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	**How it is evidenced**
School Behaviour Policy and Code of Conduct Religious Education curriculum Pupil Voice Taking part in charitable projects Outdoor learning Teaching in the curriculum.	Regular reviews of behaviour Nurture groups Stars of the week Anti-bullying activities/week E-Safety teaching Whole school Assemblies and the explicit discussion of school values Circle times Child participation in a range of pupil groups: School Council, Sports Leaders, Playground Pals and Anti-stigma Ambassadors Supporting charity appeals Fund raising events

	Forest Schools and assessments Engagement Model/ outdoor learning- Progression Model Cleaning tables at dinnertime Saying please, thank you and excuse me. School council action plan to improve the environment

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- Develop an ability to think through the consequences of their own and others' actions;
- Have an ability to make responsible and reasoned judgements;
- Ensure a commitment to personal values;
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- Promoting racial, religious and other forms of equality;
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- Rewarding expressions of moral insights and good behaviour;
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour;
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Social Development	
Provision	**How it is evidenced**
PSHCE Curriculum Working together in teams Pupil Voice Extra-curricular activities Our bespoke curriculum Outdoor Education PE curriculum Forest Schools. Sailing Cross phase working	Pupil Groups including: School Council, Anti-bullying ambassadors, Playground Pals, Anti-stigma Ambassadors Residential visits in Years 5 and 6 Educational visits Afterschool clubs including: knitting; choir, photography, clay creators, sports Transition visits Play leaders Sports leads

	Participation in Charity support: Children in Need, Red Nose Day, Aqua Box Participation in sporting events Forest School assessments Learning about the Global Goals Boxall Profile assessments/Progression Model School council action plan to improve the environment

At Wirksworth Junior School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour;
- Relate well to other people's social skills and personal qualities;
- Work successfully, as a member of a group or team;
- Share views and opinions with others;
- Resolve conflicts maturely and appropriately;
- Reflect on their own contribution to society;
- Show respect for people, living things, property and the environment;
- Exercise responsibility;
- Understand how societies function and are organised in structures such as the family, the school;
- Understand the notion of interdependence in an increasingly complex society.

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, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs;
- 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.

Cultural Development	
Provision	**How it is evidenced**
School Visits Our bespoke curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Opportunities to take part in school productions/performances Whole school visits to art events- theatre Participation in local art events- Wirksworth Festival

	Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Sports Day Visits to the Open Centre Assemblies on different faiths and cultures Through the curriculum – RE Different faith leaders coming into school.

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity;
- An interest in exploring the relationship between human beings and the environment.

Our school develops 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, theatre, museum and gallery visits.
- Ensuring our curriculum looks at a range of different significant people across different cultures, genders and nationalities.