

Oak Meadow Primary School

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Spiritual, Moral, Social and Cultural Policy

From tiny acorns mighty oaks grow.

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Curriculum Statement – Spiritual, moral, social and cultural development

Intent

At Oak Meadow we believe SMSC helps build a community of confident, responsible, caring, compassionate, respectful and highly motivated children who will grow up into strong and active members of society who are able to take their place in the world and go on to great and exciting things. Our school curriculum is planned to support this, and is enriched with a wealth of opportunities for pupils to learn and play together where they take part in a variety of cultural activities, and mix with people of all ages, cultures and faiths in order to develop understanding and interest in the world. SMSC is sometimes taught discretely, and sometimes through other subjects. It is interwoven with the drive to promote positive relationships with all people, to ensure that extremism and radicalization is addressed early. Spiritual and moral development arises through building a framework of moral values, understanding shared values, understanding that society's values change and understanding different viewpoints. Social development is nurtured by interacting with people of different faiths, resolving conflicts and understanding the British Values of law, democracy, liberty, respect and tolerance. Cultural development includes appreciation of heritage, showing respect for diversity and understanding different cultures within society and the wider world. SMSC allows application of thinking skills, reflection, enquiry and creative expression. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout our children's time at primary school and also into their further education and beyond.

Implementation

SMSC is taught through many lessons, in particular RE and PSHE. As a school, there are many opportunities to develop SMSC. Spiritually, there are wellbeing sessions timetabled every week, supported by themed days and work by the Smile team (pupil ambassadors). The WELL passport is taught and develops emotional literacy as children work towards Bronze in Year 1 and 2, Silver in Year 3 and 4 and Gold in Year 5 and 6. Reflective time is given in lessons as well as during assemblies. Visitors, as well as school visits, are organised such as 'Open the Book' where ambassadors from a local church group teach morals through Bible stories. Morals are reflected upon during PHSE lessons and are reinforced through the 'Good to be Green' behaviour system and use of Restorative Practice. Nurture groups give pupils the chance to develop their social skills and feel supported. Celebration assemblies and year group assemblies for festivals, peer supporters, play leaders, the house system, school council, clubs and reading buddies are all times where children have the chance to communicate, work together and feel supported. Introducing different types of music in assembly as well as each year group having a bespoke cultural capital journey, wider opportunities (music lessons) and voting for house captains are all ways the school promotes cultural development. SMSC is cross curricular and can be seen in many extra-curricular activities across school, such as relaxation group.

Impact

Outcomes can be evidenced through displays and pupil voice questionnaires. As children progress through the school, they understand the importance of rules, respect and being a positive citizen. They learn the importance of community in a society and wider world, as well as the benefits of a support network and working together. Furthermore, they learn respect for other faiths and how to live peacefully in a multi-diverse society both as children and as adults.

SMSC Audit

The subject leader has audited the key knowledge and skills which develop SMSC and that can be taught through lessons and extra-curricular activities to ensure that SMSC is an integral part of our core values. See Appendix 1.

Assessment

Assessment for SMSC is achieved through assessment procedures in lessons, such as RE and PSHE. Also, the impact of activities can be measured in various ways:

- Behaviour of pupils
- Pupils' achievements (which are shared in Celebration assembly)
- Participation levels in after school clubs
- Pupil voice (questionnaires and the Think display)
- Work on displays around school
- Community links and visitor feedback
- Parent feedback from parent's evening
- Annual parent questionnaires
- Actions implemented from School Council meetings
- Progress within lessons (assessment tasks including self-assessment and peer assessment)
- Questions and discussions during lessons

Early Years

All the Early Years' strands can develop SMSC by allowing children to explore through play, stories, workshops, visits and assemblies. SMSC can be developed by focusing on encouraging children's sensitivity and awareness (of self and others) thus improving their personal, social and emotional development as they become more adept at reflecting on their experiences. Children's knowledge and understanding of the world is more relevant. Each aspect of SMSC is implicitly assessed according to the Development Matters Attainment targets.

Cross – Curricular Links

SMSC is cross-curricular and can be developed within lessons and through school life and wider opportunities outside lesson time. SMSC development is identified on our SMSC Audit and is evidenced through outcomes of work, displays around school and the values and attitudes of pupils.

Diversity

Through foundation lessons, assemblies, visits and workshops, children learn about the diversity of national, regional, religious and ethnic identities. Teachers encourage pupils to think about topical spiritual, moral, social and cultural issues and to use their imagination to consider other people's feelings, beliefs and experiences.

Planning and Resources

Teaching strategies to develop SMSC, are planned for and implemented within lessons and during wider experiences. For example, team work in PE, self-reflection or peer reflection and evaluating experiences. Also, there are a wide variety of books in the library and many online resources that can be accessed and shared. Planning is collaborative with parallel-class teachers and plans are saved electronically for ease of access.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of SMSC.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the implementation of SMSC.
- To ensure progression of the key knowledge and skills identified for each age phase.
- To monitor planning for SMSC links.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that approaches are informed by and in line with current identified good practice.

Equal Opportunities

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging curriculum and this is supported through a number of community links and visits for pupils to participate in a range of activities from sports competitions to visiting local places of worship.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum. The subject leader will ensure that the Governing Body is kept up to date with the actions and initiatives which are relevant to SMSC.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with SMSC (such as trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.