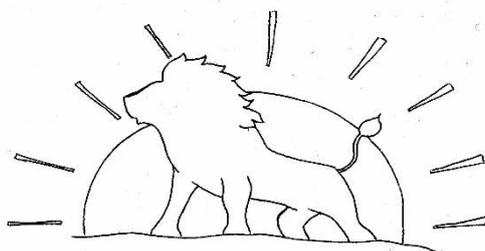


Spiritual, Moral, Social and Cultural Policy

Northwick Park MAT



Northwick Park Primary and Nursery
We Take Pride



...working together

Northwick Park Academy Trust

SMSC Policy

Aims

At Northwick Park Academy Trust, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether child, staff, parent, or visitor, are valued as individuals. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The schools in our Trust will help the children to develop an inner discipline and will encourage children 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 standing by the choices that they have made. They will want to be honest with themselves and with others.

Intent

At the Northwick Park Academy Trust we recognise that the personal development of children, 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 children 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 the cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

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. Spirituality and religious values and principles will be explored in all curriculum areas, especially in RE/Collective Worship, but the integrity and spirituality of other faiths will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

The school community will be a place where children 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.

Children should learn to differentiate between right and wrong in as far as their actions affect other people **through a restorative approach**. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone.

Our school and classroom rules reflect, reiterate, promote, and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All adults model and promote expected behaviour, treating all people as unique and valuable individuals, **giving the children opportunities to reflect on their own behaviour and be a partner in restoring the problems in the right way, with the help of staff.**

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 PSHE, RE and Circle Time activities.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible using a wide range of texts and resources.

The Northwick Park Academy Trust stakeholders work together:

- To ensure that everyone connected with the school is aware of our values, ethos, and principles.
- 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 child's education is set within a context that is meaningful and appropriate to their age, aptitude, and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings, and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children 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 child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To ensure that British Values are frequently and purposefully promoted

Spiritual Development

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 mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school will develop a climate or ethos within which all children can grow and flourish, respect others and be respected, accommodating difference, and respecting the integrity of individuals.

- 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

At the Northwick Park Academy Trust, we believe that a morally aware child will develop a wide range of skills. These can include the following:

- 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

- Gain the confidence to cope with setbacks and learn from mistakes through developing resilience in the children.
- Show respect for the environment.

Social Development

At the Northwick Park Academy Trust, we recognise that children 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

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done for example through music, PE and art.

At the Northwick Park Academy Trust, we aim to promote opportunities that will enable children to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise different religions around the world and their cultural implications
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Be aware of and celebrate cultural diversity.

Promoting British Values

Northwick Park Academy Trust actively promotes the fundamental British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

In promoting children's spiritual, moral, social and cultural development, we are able to actively promote British Values in ways that are appropriate to primary school children.

Implementation

Development in SMSC will take place across all curriculum areas, within activities that encourage children 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. This is done through 1:1 discussion, small group discussion, collective worship and SEAL/PSHE/Circle Time sessions and SMSC links are made with class learning experiences. We are interested in the development of the whole child and will endeavour to raise the self-esteem of our children using praise, star class, stickers, and Star of the Week. Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children

to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

These activities and learning experiences will give children opportunities to:

- Giving children 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, promoting racial, religious, and other forms of equality
- Talk about personal experiences and feelings - Listening and talking to each other. Encouraging them to think about special events in life and how they are celebrated and to speak about difficult events, eg bullying, death etc.
- Express and clarify their own ideas and beliefs.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Encouraging children to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, learning to agree and disagree, 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
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Work co-operatively and collaboratively taking turns and sharing equipment.
- Developing an open and safe learning environment in which children 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
- Providing opportunities for engaging in the democratic process and participating in community life.
- Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.
- Providing positive experiences to reinforce our values as a school community, to develop a sense of belonging. For example, through assemblies, residential experiences, class assemblies.
- Providing opportunities for children to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Recognising and nurturing particular gifts and talents; providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance
- Reinforcing the school's cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend children' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for children to extend their cultural development across the curriculum in collaboration with the subject teams of PSHE, RE, MFL, and School Council.

Links with the wider community

- Visitors are welcomed into school.
- Links with the local churches are fostered.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the child.
- Children will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Impact

Well promoted SMSC opportunities can contribute to raising academic standards and improving children's life chances. We aim for our children to leave our schools being able to look back on an interesting and happy educational journey proud of their successes and self-disciplined.

- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully, and creatively with each other and with a caring approach.
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour.
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life.
- Because children have developed a good understanding of British Values, they make a positive contribution as responsible citizens.
- Children are confident that they have worked hard and made friends, are able to encourage others – maybe lead.
- Children are willing to share and reflect upon their own and others' faiths, be able to work with others, regardless of gender, race or sexuality, understand changes and be eager for challenge.

Monitoring and Evaluation

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

- Monitoring of lesson plans and teaching and learning, by co-ordinator/senior leaders/head-teacher/governor.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship practice.
- Collation of evidence in child's work in school portfolio.
- Regular inclusion on the School Development Plan.
- Carrying out a regular self-review using an online self-assessment tool (The National SMSC Quality Mark)

To support with monitoring and evaluating the school's SMSC provision, a SMSC checklist is used.

Related Documents

RE (Religious Education) Policy

Online Safety Policy

Anti-bullying Policy

Behaviour Policy

Bereavement Policy

PSHE policy (Personal, Social, Health, Citizenship Education)

Relationships including Sex Education Policy