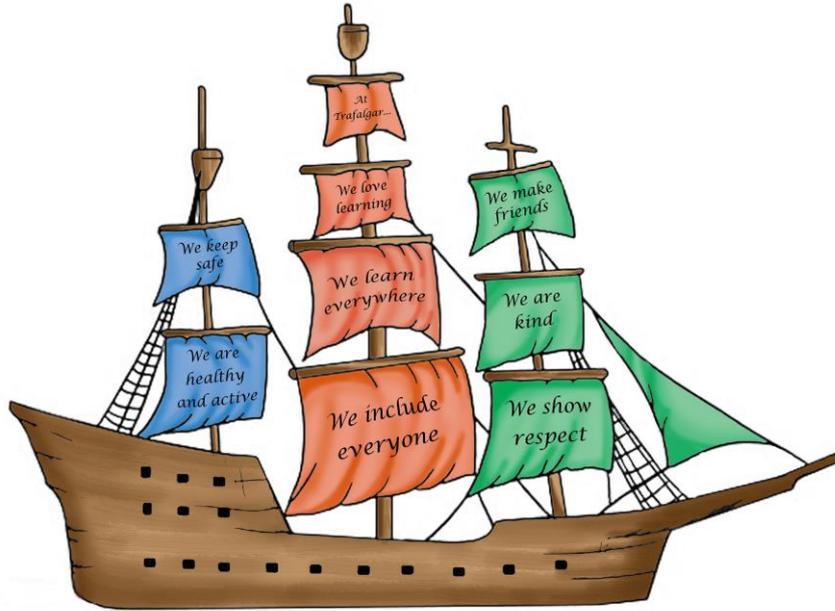


# Trafalgar Community Infant School



## Policy Document

### **SMSC POLICY**

**REVIEWED: AUTUMN 2021**

**REVIEW: AUTUMN 2023**

## SMSC POLICY

*Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.*

*Article 14 "Every child has the right to think and believe what they want."*

*Article 29 "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights...their own and others cultures and environment."*

At Trafalgar Community Infant School, we recognise that the personal development of pupils, Spiritually, Morally, Socially and Culturally (SMSC), 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 the cultures.

### **Guidelines**

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.

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 and respect themselves and others.

Pupils should understand the need for charters/rules and the need to abide by charters/rules for the good of everyone. School and classroom charters/rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. (see Behaviour for learning policy)

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.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values 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 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 enable pupils to understand the importance of respect and leave school fully prepared for life in modern Britain.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs

### Spiritual Development

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Develop an awareness of a spiritual dimension in their learning experiences.
- Develop their capacity for critical and independent thought.
- Foster their emotional resilience and express their feelings.
- Experience moments of stillness, reflection, awe and wonder.
- 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 resilience 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 reasoned judgements.

### Social Development

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

- Develop an understanding of their individual and group identity.
- Develop skills of co-operation and inter-dependence.
- Allow them to participate fully in and contribute positively to life in school and the wider community in modern Britain.

### 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.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Gain knowledge of Britain's democratic parliamentary system.

## **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual, moral, social and cultural dimensions of their learning. To reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

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

*Class discussions and circle time will give pupils opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death 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.

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of respecting everyone as equals, and accepting differences.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **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 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.

## **Monitoring and Evaluation**

*Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:*

- Monitoring of lesson plans and teaching and learning.
- Regular discussion at staff and governors' meetings.
- Audit of policies and medium term plans.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Regular inclusion on SDP/SIP.