



Curriculum & Pupils Committee
16th June 2021

Signed

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

Aim

The aim of this policy is to outline how Portway Infant School fosters our pupils' spiritual, moral, social and cultural development.

We recognise that this development will take place both within the classroom through specific subjects as well as through the whole life and ethos of the school.

We see SMSC development as intrinsically linked to the school's overall aims and vision statement as the children need to learn to respect each other and their environment in order that every child feels valued and can achieve their potential.

At Portway Infant School we feel that our SMSC provision promotes fundamental British Values in the way our pupils are taught respect and tolerance of others and their beliefs.

Spiritual Development

Definition

At Portway Infant School we define Spiritual Development as how the children are encouraged to reflect on their place in the world through imagination, exploration and questioning:

"I believe.....You believe.....We believe"

Provision

Within the classroom teachers will always endeavour to give children opportunities to ask questions and to reflect. Discussions are encouraged about how we can answer more problematic questions and deal with situations when people may have different opinions. Effort is always made to find exciting resources and activities that stimulate discussion and we encourage the concept that sometimes questions have no right or wrong answer.

Beyond the classroom children's achievements are celebrated in our weekly Achievement Assembly and on our 'Star of the Week' wall. Children are encouraged to listen to the opinions of others as well as give their own and a range of faith stories are shared during Collective Worship as well as in the classroom as the children are encouraged to reflect on what is special to them and to other people.

Moral Development

Definition

At Portway Infant School we define Moral Development as developing the children's understanding of right and wrong, the consequences of their actions and how their behaviour affects other people:

“I feel..... You feel.....We feel”

Provision

Within the classroom PSHE lessons teach children how to manage their emotions and to recognise the feelings of other people. Teachers follow the whole school behaviour strategies (outlined in the Behaviour Policy) within the classroom.

Beyond the classroom a whole school Code of Conduct has been created by and shared with the children. The Behaviour Policy is consistently followed throughout the school including lunchtimes and the children are actively encouraged to reflect on the consequences of their actions. An Anti-Bullying policy is in place and the School Council gives children a voice and a chance to share any thoughts and problems.

Social Development

Definition

We define Social Development as the ability of children to respect each other, co-operate as a group, class, school and wider community giving children the opportunities to develop leadership skills and have a voice.

Provision

Within the classroom through PSHE lessons children will learn how to co-operate using role play and circle time. Group and paired work is often used in the classroom to support learning.

Beyond the classroom a range of lunchtime and after school clubs is offered to the children which enables them to socialise with a wider range of people. School Council, ECO Rangers, and Singing Playgrounds enable children to have a voice and develop leadership and organisational skills. Visitors from the wider community are invited into school to lead workshops and Collective Worship. Furthermore the staff recognise the importance of being good role models in social skills for the children and so treat each other with respect and courtesy at all times.

Cultural Development

Definition

We define this as the children having an understanding of their own culture and the ability to appreciate the wider world. They also develop a sense of personal enrichment through their experience of the Arts.

Provision

Within the classroom children will share art and music from all around the world as part of their learning. During RE lessons the children will hear stories from a range of faiths as well as Christianity.

Beyond the classroom as part of daily Collective Worship the children will hear stories from around the world and listen to music from around a variety of cultures.

Promoting Fundamental British Values

Through our SMSC provision outlined above we ensure that children have an understanding of what is right and wrong and have an understanding of their role and responsibilities in school and in the wider world. The School Council provides a democratic model showing pupils how decisions can be made and opinions heard. PSHE lessons promote confidence and co-

operation and teach teamwork skills. When appropriate and when opportunities arise, issues connected to the British Democratic System and British life will be discussed with the children.

Links with Other Policies

Other school policies that are closely linked with SMSC development and are listed here for reference are:

- PSHE
- Behaviour
- Anti-Bullying
- Equality & Diversity
- Religious Education
- Collective Worship
- Physical Activity

Monitoring and Responsibility

SMSC monitoring is the responsibility of the PSHE Subject Leader and will form part of the school's two-yearly monitoring program. Monitoring will take place through learning walks, classroom observations and pupil discussions.

The school's SMSC policy will be reviewed and updated every three years.

Claire Stockwell- **Spring 2021**
To be reviewed **Spring 2023**

