

# **NORTON PRIMARY ACADEMY**



## **Social, Moral, Spiritual and Cultural (SMSC) Education Policy**

Autumn 2015

## **Spiritual, Moral, Social and Cultural Education**

At Norton Primary Academy, the children and their learning are at the very heart of every decision made. This policy reflects our diverse mix of pupils and does not discriminate against any of the protected characteristics.

Children are supported in developing an inner discipline and are encouraged 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 holding to the choices that they have made. They will want to be honest with themselves and with others. The Spiritual, Moral, Social and Cultural (SMSC) education of pupils at Norton Primary is cross-curricular and not limited to specific SMSC lessons.

### **Academy Vision**

Our approach to SMSC is encapsulated within our Academy vision:

*In our vibrant, nurturing academy children are inspired to be curious, to engage in their passions and flourish as learners in an ever changing world.*

*We encourage children to be resilient and creative individuals whilst being accepting of others and themselves. Our children thrive in an enriched environment which cultivates independence, respect, self-belief and ambition.*

*Together we develop as critical thinkers, problem solvers, compassionate individuals in order to achieve our hopes and dreams living with honesty and integrity in the global community.*

*Being confident, ambitious learners today and independent, successful citizens tomorrow.*

**We are proud to have received the following awards linked to SMSC development:**

- Level 1 UNICEF Rights Respecting Schools
- Stockton on Tees Anti-Bullying accreditation
- Stonewall Schools Champion

## **Aims**

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To develop an understanding of the rights all children have as described in the UN Convention for the Rights of the Child.
- To provide an atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

## **Related policies**

Child Protection

E-Safety

Behaviour

Anti-Bullying

Health and Safety

SEND

Supporting Pupils with Medical Needs

## **Guiding principles**

### **Spiritual development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

### **Moral development**

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### **Social development**

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

## **Cultural development**

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Cross-curricular teaching and learning**

Development in SMSC will take place across all areas of the curriculum.

SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health and Citizenship Education (PSHCE).

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings
- Express and clarify personal ideas and belief.
- Speak about difficult events, e.g. bullying, death
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different to themselves
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively, including how to compromise

Practical activities to develop SMSC include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at different times of the day including meal times
- Taking responsibility e.g. Academy Councillors, Pupil Ambassadors, Pastoral Peers, Playground Activity Leaders, Office / Door monitors, representatives on groups such as anti-bullying working parties / PTA
- Encouraging teamwork in PE and games
- During less structured times such as break and lunchtimes
- Appreciation of and respect for the work and performance of other children, regardless of ability
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship
- Participation in peer massage to encourage positive relationships and reflection
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events
- Studying literature and art from different cultures
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments
- Studying the contributions to society that certain famous people have made
- Opportunities to work collaboratively with pupils from other schools, particularly local NET academies
- Visits to, and participation in workshops provided by, other institutes of learning including universities, further/higher education, Princes Trust, Show Racism the Red Card

## **Community links**

Norton Primary Academy has strong links with the wider community. These include:

- Fundraising activities – including those organised and suggested by pupils
- Links with local residential homes
- Collaborative activities with NET academies, locally and beyond
- Participation in Stockton community events such as Carnival, Festival celebrations etc

## **Monitoring and evaluation**

At Norton Primary Academy, we listen to the views of our pupils and their parents/guardians. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual pupil questionnaire.
- Pupil/teacher meetings.
- Annual parents' questionnaire.
- Parents' evenings/meetings.

SMSC provision is reviewed in the following ways:

- Monitoring of teaching and learning and work scrutiny as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Development of Religious Education, PSHCE and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice.

## **Promoting fundamental British values**

We firmly support and believe in the Stockton on Tees philosophy:

*In our inclusive school, we value, seek to understand, and identify potential in everyone. We encourage everyone in our school community to engage in the life of the school and wider community.*

*We promote values which include: British democracy; the rule of law; individual liberty; respect and tolerance of different faiths and beliefs (and no faith) - alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class). We promote rights and accept that with rights come responsibility.*

*Valuing our cultural heritage, we explore our local, regional and national heritage and British History, both positive and negative - learning from history and taking pride in positive contributions made.*

### **Through the curriculum, we will:**

- Teach our pupils a broad and balanced British and international history
- Represent the cultures of all of our pupils across the subject
- Teach a wide range of English and non-English literature

### **Through our Social, Moral, Spiritual and Cultural programme, we will:**

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England