STALYHILL INFANT SCHOOL

SMSC POLICY

Date of Adopted:	Autumn 2020
Policy Reference Number:	107
Date of Review:	Summer 2024
Staff Member:	Headteacher

At Stalyhill Infants we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Rationale:
At Stalyhill Infant School we want our pupils to be successful, confident learners and responsible citizens. We recognise the importance of providing a range of opportunities for our pupils that will support their spiritual, moral, social and cultural development. There will be regular opportunities for discussion and personal reflection and the diversity of spiritual traditions will be recognised.

All adults in school will model respect for pupils and adults alike and will promote and reward expected behaviour, encouraging everyone to value themselves and others. Pupils will gain an understanding of their rights and responsibilities and the need to respect the rights of others.

Aims:
Our school aims to ensure:
- That all stakeholders are aware of our values as they relate to the spiritual, moral, social and cultural development of our learners
- That there is a consistent approach to the delivery of spiritual, moral, social and cultural issues across the curriculum and throughout the school as a whole
- That each pupil's education is set within a personal context that is meaningful and appropriate to their age, experience, beliefs and background
- That each learner experiences a wide range of opportunities which enable him or her to fully develop as individuals, fully aware of their responsibilities

Spiritual Development:
We aim to provide opportunities that will enable pupils to:
- Explore and reflect on beliefs, feelings, values and personal experiences
- Use their imagination and creativity and develop curiosity in their learning
- Sustain their self-esteem in their learning experience and aim to overcome any barriers to their learning
- Develop empathy for others; form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders of the world around them
- Foster a sense of meaning, purpose and direction in life
- Develop their capacity for critical and independent thought

Moral Development:
We aim to provide opportunities that will enable pupils to:
- Develop and apply an understanding of right and wrong in their school life and life out of school
- Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture and disability

- Develop self esteem and take responsibility for their own actions
- Investigate moral and ethical issues
- Listen and respond appropriately to the views of others
- Show respect for the environment
- Make informed and independent judgments
- Learn how to forgive themselves and others

Social Development:
We aim to provide opportunities that will enable pupils to:
- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative. Also the metacognitive skills of reciprocity, resilience, resourcefulness and reflectiveness that are specifically addressed through Building Learning Power (BLP) throughout school from Foundation Stage to Year 2.
- Develop an understanding of their individual identity and their sense of belonging to their families, communities and the wider national and global society
- Understand their rights and responsibilities and respect the rights and property of others
- Communicate with others with increasing effectiveness
- Engage in activities that help others in school and in the wider community
- Resolve conflicts and solve differences of opinion peacefully
- We use the Social and Emotional Aspects of Learning programme to support our pupils' social development through EYFS circle time, assemblies and specific intervention programmes i.e. social and nurture group.

Cultural Development:
We aim to provide 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, and respect for, their own and others' cultural traditions
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, for example, developing an appreciation of music, theatre and literature

Teaching and Learning:
We will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:
- Providing an appropriate range of teaching and learning strategies that enable pupils to reflect on and respond to SMSC issues
- Maintain a positive learning environment in school where everyone is valued and respected and expected to make a positive contribution
- Encouraging teachers to plan for and respond to opportunities for SMSC development

Pupils will have opportunities to:
- Talk about personal experiences and feeling and share thoughts with others
- Express and clarify their own ideas and beliefs
- Speak about difficult events, eg bullying, death
- Explore the relationships that are important to them, eg family, friends

- Show empathy by considering the needs of others
- Develop self esteem and respect for others
- Respond to the 'big questions' about life

Assessment:
Children's SMSC development will be assessed by observing how they work and play in the school community and the quality of their relationships as well as their responses to the world around them. They are formally assessed in PSHE and RE and these judgments will contribute to the overall assessment of each child's development.

Monitoring and Evaluation:
This policy will be reviewed and evaluated in accordance with the School Development Plan.

This policy should also be viewed together with the school's mission statement and policies for:

- RE
- PSHE
- SEND
- Positive Behaviour and Anti-bullying
- Equalities