

# Spiritual, Moral, Social and Cultural Development (SMSC) Policy

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Cotswold Chine School seeks to promote the Spiritual, Moral, Social and Cultural Development of students at the school on a daily basis. 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.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. In addition, SMSC compliments the Citizenship Schemes of Work, PSHE and British Values.

## **Guidelines**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their specific needs. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. Our school rules and reward system provides an opportunity for this.

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.

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## **General Aims**

- 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 give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

## **Spiritual Development**

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

- 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.

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## **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 confidence 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 independent 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.
- Learn about service in the school and wider community.

## **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 influenced 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.

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## **Organisation of teaching**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils 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. Teachers will inspire pupils through the enthusiasm for and modelling of learning.

## **Teaching times**

### **Key Stages 2, 3, 4 and 5**

There is provision for PSHE/SMSC daily for 45 minutes.

Time may vary from student to student due to extraction for music, therapy sessions or PE.

It is also taught through whole school assemblies, where a range of different topics relevant to SMSC are discussed. Aspects of SMSC are also covered within individual therapy sessions according to each student's needs and emotional development.

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

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## **Cross Curricular Links**

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

*Class discussions will give pupils opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. 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 – e.g. empathy, respect, open mindedness, sensitivity, critical awareness

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## **Community links**

- Visitors are welcomed into school.
- We work closely with the care side to ensure that there is strong link for care and respite students. This enables care staff and teachers to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## **Inclusion/equal opportunities**

The school aims to give every student the opportunity to experience success and achieve as high a standard as possible, regardless of gender, race, religion, disability or social background.

## **In order to do this, the school:**

- teaches the knowledge, skills and understanding that suit students' abilities and needs in order to challenge them;
- is flexible in choosing lesson content from a suitable level and key stage;
- uses materials that are free from discrimination or stereotyping;
- sets high expectations and provides opportunities for all students to achieve, including boys; girls; students with SEN or disabilities; students from all social, cultural and linguistic backgrounds and more able students;
- uses a range of organisational approaches, such as grouping or individual 1 to 1 work to ensure learning needs are appropriately addressed;
- plans work that builds on previous learning interests and experiences of students.

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## **Health and Safety**

When teaching SMSC teachers ensure all planned lessons and activities adhere to the School's Health and Safety Policies and risk assessments. These are contained within the Statement of Purpose and Health and Safety Files.