



KIVETON PARK INFANT SCHOOL

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

Date of Policy Approval _____

Date of Policy Review _____

Policy Approved _____

KPI - Our Mission

What we do – our purpose

To build the foundations for the skills, values and knowledge our children will need to function effectively in their future lives as local, national and global citizens.

Why we do it – our values

We believe the following values to be important and need to be taught and demonstrated;

- To always **try your best** in everything you do
- To have **respect** for other, ourselves and property
 - To **listen to advice**
 - To **support** and look after each other

How we do it – our aims

- To have **high expectations** of our children and ourselves
- To constantly **strive to develop and improve** for the children and for ourselves
- To act as **role models** for the children **and demonstrate our values** to each other

What we hope to achieve – our vision

By reaching our aims and demonstrating our values our children will leave KPI as;

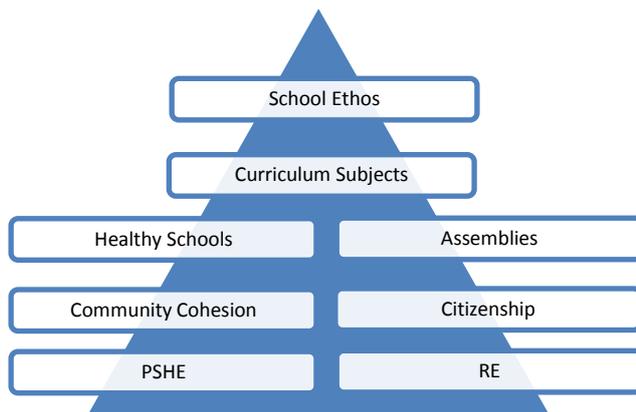
- **Successful learners** – children who enjoy learning, make progress and achieve
 - **Confident characters** – children who are happy, secure and healthy
- **Responsible individuals** – children who are considerate of others and their surroundings

Introduction

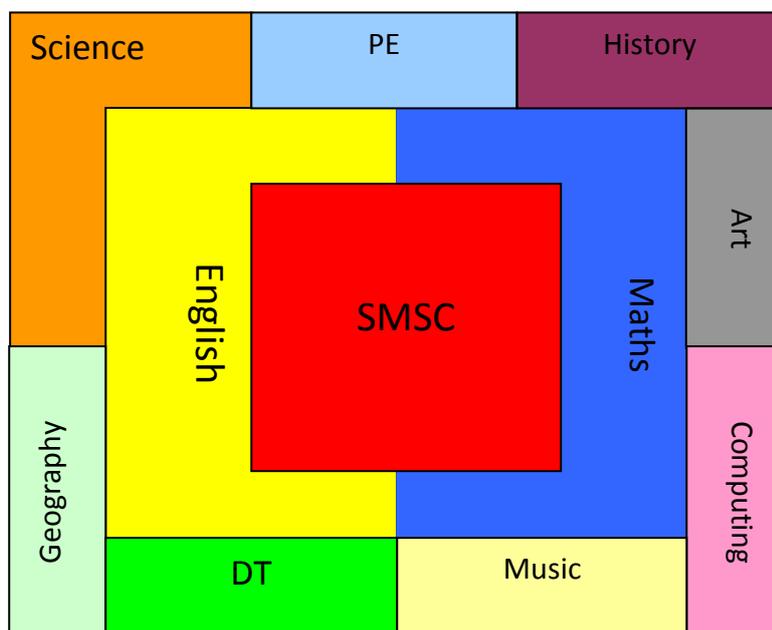
At Kiveton Park Infant School we embrace this broader dimension of learning through SMSC development. SMSC development relates to our Mission (outlined on the cover page of this policy) as we understand that the personal development of all pupils plays a necessary part in their ability to learn and achieve both within this early stage of learning (EYFS and KS1) and later as they make their journey through their Junior and Secondary education to adulthood.

It is important to us that all members of our school community help us to provide an education that encourages opportunities for children to explore, develop and understand their own and others' values and beliefs. To do this we must ensure our children develop spiritual awareness, high standards of behaviour, a positive caring attitude towards all, an understanding of British values, social and cultural traditions and an appreciation of diversity.

SMSC is embedded throughout our school community via the following elements;



The school motto *'Hand in hand we learn'* could be described as a metaphor for SMSC and is a significant contributor to the fostering and nurturing we use to enable pupils to grow and flourish as socially, morally, culturally and spiritually developed individuals. This in turn drives their self-esteem, self-worth, self-belief, self-identity and their effectiveness as learners - enabling them to fulfil their educational and, in the future, their life-long potential. At KPI SMSC isn't a discrete subject, it sits at the centre of all we do, ranging from RE (Religious Education) and PSHE lessons through to assemblies, charity work, cultural awareness events, visiting speakers and a wide range of extra-curricular and out of school activities. In addition we map SMSC opportunities throughout the rest of the curriculum. The image below helps to demonstrate this and practical examples for each subject area follow;



Hand in hand we learn

Opportunity for including social, moral, spiritual and cultural development within the curriculum

English

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects.
- Drama and stories which create opportunities for moral judgements.
- Shared activities – guided reading, group drama, shared writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

Maths

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- Studying the patterns of Islam and their cultural/religious connections.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian and an understanding of the role and importance of these cultures.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.
- An awareness of the cultural background of science.
- Health, drugs, smoking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.

Computing

- Working together to create digital outcomes.
- Researching religious artefacts on the website.
- Setting up e-mail with another school from a different country.
- Following the E-safety Policy.

Design Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- Appreciating design in nature.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

History

- The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

- The study of different localities helps children to understand the background, way of life and values of different people and cultures. For example the Inuits (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own.
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity – working together and experiencing the same feelings together.

Physical Education

- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.

- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

Personal, Social, Health Education/Citizenship

- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.
- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet.

Religious Education

- The exploration of moral and spiritual questions through discussion
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others.

Home/School Partnership

As it our belief that SMSC education starts at home we make every effort to include families in children's SMSC development, by communicating with them on a daily basis as well as formally and informally through newsletters and events. New for 2014/15 is our 'Things to do before you leave Kiveton Park Infant School' book. This book focuses on a range of challenges and activities that help bring SMSC to life for our children and is intended to be completed over the duration of a child's time at KPI.

Social Development - helps pupils to recognise that individuals are inter-dependent. They will be helped to understand the implications of their actions, both short-term and long-term for themselves, for other individuals, for the whole group and for society as a whole.

Through SMSC development and wider curriculum opportunities, pupils will be supported to develop the following social or community values:

Compassion & Forgiveness

Responsibility & Rules

Love & Loyalty

Freedom & Peace

Respect & Tolerance

Fairness & Agreement

These constitute an age appropriate version of; *Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs*' as outline by the Government.

An underlining focus on these values will enable pupils to relate positively to each other, take responsibility, participate fully in the community and develop an understanding of Citizenship in context. Social development aims to help pupils to take their place in group situations and recognise that the acceptance of group rules is important in communities – school, class, home, family, friendship group as well as locally, nationally and globally.

Moral Development - provides a clear definition of what is acceptable and unacceptable and help pupils to reach agreement on an acceptable moral code. Agreed principles will be promoted and applied via our 6 School Rules;

- We follow instructions the first time
- We are kind, gentle and honest
- We let one person speak at a time
- We walk around our school and line up sensibly
- We look after our school building, keeping it tidy
- We always try our best

This will help the children to appreciate the difference between 'right' and 'wrong' and give them a framework with which they can modify their own behaviour.

To what extent a pupil is becoming a 'morally developed' individual will be evaluated against observing them;

- Coping well with difficulties (practical and emotional)
- Expressing their moral values (opinions) appropriately
- Showing an early understanding of their rights and responsibilities and those of others
- Showing an early understanding of the principles of equality of opportunity (fairness)
- Helping others
- Showing self-discipline

Spiritual Development - encourages pupils to become 'spiritually developed' and will be assessed against the following;

- Engaging in activities which involve listening, reflecting, puzzling and searching for truth
- Developing an understanding of their own feelings likes and dislikes
- Developing their personal beliefs and values
- Engaging in reflection, prayer or worship
- Developing and understanding of their relationships with those near and far
- Enjoying exploring diversity and difference

Cultural Development - will help pupils to become 'culturally developed' individuals and pupils' progress can be observed for example through;

- Showing empathy for others
- Recognising similarities and differences
- Treating others as they would wish to be treated
- Recognising stereotypes and generalisations
- Enjoying exploring cultural diversity.