



Kilnhurst Primary School - Spiritual, Moral, Social and Cultural (SMSC) Education Policy



Introduction

SMSC education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Kilnhurst Primary School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

Kilnhurst Primary aims:

- ❖ To create an exciting place to be by providing – through a team approach – a creative, innovative, healthy, safe and caring atmosphere
- ❖ To foster a positive ethos of respect throughout the school, where staff and children feel secure and valued and not afraid of failure
- ❖ To encourage all members of the school community to succeed
- ❖ To respect and celebrate diversity in others
- ❖ To ensure that all members of staff are up-to-date with new trends, ideas and strategies and utilise different approaches and stimuli in their lessons in order to encourage, motivate and challenge the children to reach their potential
- ❖ To ensure that all stakeholders have a 'voice' and have the confidence to make a positive contribution to the school 'team'.

Definitions

Kilnhurst Primary School uses the following definitions of Spiritual, Moral, Social and Cultural:

SPIRITUAL

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

MORAL

Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

SOCIAL

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

CULTURAL

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring,

understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Aims of SMSC:

At Kilnhurst Primary School we share, support and strive to achieve the aims for SMSC:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

How the curriculum at Kilnhurst Primary School contributes to developing students' SMSC:

The Contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Explore texts from other cultures – Immerse through drama and role play and to empathise with characters.
- 'Pobble' initiative in school allows children to become published authors linked to a worldwide audience.
- Class assemblies after important events- Whitby, Harvest, Readings at Christmas, Talk 4 Writing event
- Circle Time – Speaking and Listening activities.

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.

- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics. Cross curricular work on links to patterns from religious festivals/beliefs (Rangoli Patterns)
- Gifted and Talented maths projects linking schools from across Rotherham with a shared maths vision. (Mile of Muffins Challenge)
- Yearly enterprise projects 'Make £5 blossom' engage children on shared challenges.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- School Visits with a science focus arranged to link with curriculum topic work.
- Local guest speaker linked to space travel and astronauts invited to speak to the children.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.
- STEM (Science, Technology, Engineering and Maths) transition links with Local Comprehensive.

The Contribution of Computing

Computing contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world. Enterprising homework allows children to create outcomes with computing focus.
- Social link when children visit Rawmarsh Community Learning Centre
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.
- Social Media
- E safety lessons and parent meetings
- Home access links to learning through Espresso and TT Rockstar initiatives
- Rotherham Oscar awards (for school children's filmmaking) entered each year by pupils.

The Contribution of History

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling students to reflect on historical issues and an awareness of the moral implications of the actions of historical figures (Remembrance Day, Black History Month, Holocaust, Dictatorship, VE Day Celebration)
- Encourage a sense of enjoyment and fascination in learning through immersive curriculum topics such as Egyptians, Dinosaurs, Ancient Greece, WWII.
- School trips organised to link with these historical topics.
- Links to local mining history and social impacts.
- Loaning of artefacts of cultural significance from the Rotherham Library Service.

The Contribution of Geography

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity through engaging topic links.
- Through curriculum links children reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.
- Yearly residential trips to Whitby, Castleton, Cleethorpes.
- Yearly Arts' Week Celebration in school based on a geographical location.
- Promoting students intellectual curiosity through study of natural and man-made places of awe and wonder.

The Contribution of Foreign Languages

Foreign Languages contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Children participate musically in Rotherham's 'Rothervision' event
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Strong links with the church and assemblies held regularly in school by the local RE team.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Visiting artistes in school during Art's Week.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme.

The Contribution of Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances including e-safety
- Opportunities to work as a team, recognising others strengths, sharing equipment.
- Cross school enterprise projects, yearly involvement with Kelham Island's 'Build It' Challenge.

The Contribution of Music

Music contributes to our students' SMSC development through:

- Visitors in arts' week that encourage students to be open to the music of other cultures.
- Concerts celebrate the achievement of pupils in music.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to guitar tutor and piano tutor, Music and Drama club.

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures including opportunities such as a football trip to Romania.
- Offer a range of high quality off-timetable sports clubs and school displays to celebrate these achievements.
- Inter and intra school tournaments allow pupils to socialise with a range of students.
- Yearly visits to the English Institute of Sport allow pupils to appreciate the sporting and technological facilities available to them.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Examples of what we do at Kilnhurst Primary to:

Enable students to develop their self-knowledge, self-esteem and self-confidence

- Growth Mindset – classroom displays
- Special Mentions Assembly (parents invited)
- Achievements recognised on the weekly newsletter
- Residential visits (Whitby and Castleton)
- School productions
- Extra-curricular clubs
- Star Chart Awards
- Class behaviour – praising achievement and effort
- Marking and feedback recognises success and effort
- Circle times – pupil voice
- Give children responsibilities (Junior Road Safety Officers, Class/lunchtime monitors)
- School Councillors
- Celebrate achievement (sporting, social and academic) both in and out of school
- 'Awe and Wonder' books track educational achievement and curriculum opportunities

Enable students to distinguish right from wrong and respect the civil and criminal law of England

- School rules
- Children given rights and responsibilities
- 'Have Your Say' assemblies
- Anti-Bullying week
- Community Police Officer
- Golden Rules and Golden Time
- PSHE Curriculum

Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to lives of those living and working in the locality of the school and to society more widely

- Community Skills Connected (Gifted and talented group) building links within the community
- Lantern Procession
- PE events and transition work
- Lunchtime leaders
- E-Safety in school
- School Council responsibilities

Enable students to acquire a broad general knowledge of and respect for public institutions and services in England

- PSHE curriculum
- Crucial Crew for year 6
- Fire Service visits/assemblies
- Links with Community Police Officer
- Road Safety Assemblies (Junior Road Safety Officers)
- Work in partnership with Rotherham United (Use of PE grant)
- Links with Swinton Community School/Rawmarsh Community School/CLC

Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and others cultures

- RE and geography curriculum
- Arts Week
- Pupil voice through school council and 'Have Your Say' assemblies
- EYFS celebrate festivals from other faiths/religions
- Football trip to Romania

Encourage respect for other people

- Fundraising events (Children in Need, Type 1 Diabetes Day, Comic Relief)
- Arts Week focusing on different cultures around the world
- Multi-cultural stories
- Assemblies
- Study of contrasting locations around the world

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

- Elected school council
- 'Have Your Say' assemblies
- Elected parent governors
- Golden Rules
- Class Rules

MONITORING AND IMPLEMENTATION OF THE POLICY

- Provision for SMSC is monitored and reviewed by the SLT, teachers, governors, students and members of the School Council.
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.