



BIDBURY INFANT SCHOOL

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC) POLICY

Bidbury Infant School is a learning community with a primary focus on children learning about their personal development and the impact their behaviour and actions has on others. They learn from their relationships with their teachers and other staff and also with each other. They also learn from observing how adults behave with one another and with the pupils. Children learn to care for others, to be generous, kind, tolerant and respectful. Good experience in personal relationships in early life will make an important contribution to an understanding of moral and spiritual values when they are older.

As a school we feel that our core values of Achievement, Respect, Motivation, Creativity, Independence and Interdependence are at the core of our work and promote spiritual, moral, social and cultural development. These are an integral part of British Values which are taught across the school.

Spiritual Development

This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to the pupils' spiritual development.

At Bidbury Infant School the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Allow them to develop a range of personal values and beliefs
- Allow them to consider the deeper meanings in familiar features of the natural world and their own experiences - develop a sense of curiosity through reflection on their own and other people's lives and beliefs
- Develop their self-esteem and self-knowledge and belief in themselves
- Encourage the development of relationships and the need to show empathy for others
- Allow them to express themselves in a variety of ways
- Explore the values of others for example in stories, drama, music, art and religious education
- Understand, express, use and control feelings and emotions
- Explore and encourage tolerance and respect for beliefs of other people in the school and the wider community

Some of the ways in which Spiritual Development is nurtured at Bidbury Infant School are:

- Educational visits, to expose pupils to a range of experiences, which may also promote a sense of awe and wonder
- Outside visitors, e.g. Fireman, Canine Partners for Independence
- Celebration of achievement to develop the pupils' self esteem
- The PSHCE programme which develops self-esteem and knowledge of themselves and others. This incorporates the SEAL programme too.
- Elected Student Council for pupils to advocate their views and concerns
- Displays of pupils' work
- AfL procedures which allow children time to reflect on their learning and that of their peers.
- A curriculum which has an emphasis on values and beliefs and community
- Our School Values which are adopted by the whole school community

Moral Development

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy which focuses on a positive and restorative, problem solving approach. This is further enhanced by the school's Core Values.

Some of the ways in which Moral Development is promoted at Bidbury Infant School are:

- Clear models of good behaviour
- PATHS
- S&L policy which promotes turn taking and listening skills.
- Drama and role-play and story telling
- Group work and discussions
- PSHCE and RRR curriculum
- Assembly themes
- Fund raising activities for others
- Incidents, which occur in school which, may give an opportunity for teaching about morality and behaviour.

Social Development

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

At Bidbury Infant School the pupils will be encouraged to:

- Maintain and develop relationships within the school
- Work successfully with other children and adults in the school community
- Participate co-operatively and productively in the school community
- Respond to the opportunities being offered to show initiative and to take some responsibility for their own learning
- Become co-operative and productive members of the community beyond school
- Gain an understanding of society through their family and carers, the school, local and wider communities

Some of the ways in which we promote Social development at Bidbury Infant School are:

- PSHCE Curriculum and RRR
- The overall ethos of the school
- School's Core Values work
- School's Teaching and Learning Core Offer
- Value of social communication across school e.g. Talking Partners etc.

Cultural Development

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- Recognise those similarities and differences may exist between different societies and groups.
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
- Broaden, develop and enrich their interests and insights

Some of the ways in which we promote cultural development at Bidbury Infant School are:

- Educational visits
- Religious Education programme
- PSHCE and RRR Curriculum
- Assemblies
- Project work
- Sensory experiences from other cultures
- School's Core Values
- British values
- Visiting artists, musicians, and people from other cultures
- Visits to the libraries and museums

- Access to the Internet (Supervised)
- Multicultural Weeks and other themed days
- Community cohesion policy and links with other schools in other countries.

Date Policy Written / Updated: November 2012

Date Policy accepted: January 2013

Reviewed September 2015

Date of Review: January 2018

Signed (Headteacher).....

Signed (Chair of Gov.).....