

Spiritual, Moral, Social and Cultural Development Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

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1. Introduction

SMSC development is about how pupils make sense of the world and other people; how they interact with other people; and the sort of person they are and are becoming.

SMSC development is as much about how pupils are taught as to what they are taught. It is not something that happens in isolation but is inextricably linked to and interwoven with everything the school does with respect to the overall ethos and values of the school community.

SMSC development helps children develop personal qualities which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect.

At Riverside Bridge School, we strive to create a learning environment which promote respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and British values they will need to succeed in their future lives.

2. Aims of the Policy

- To empower all pupils to be responsible for themselves;
- To support all pupils to become confident and have a high self-esteem;
- To ensure all pupils learn to distinguish between right and wrong;
- To support all pupils to articulate their own attitudes and values;
- To ensure all pupils understand and are sensitive to the beliefs, values and ways of life of others;
- To encourage all pupils to be caring, considerate and compassionate;
- To teach all pupils how to become skilled in working collaboratively;
- To help all pupils to learn how to reflect on their learning and plan for future development;
- To empower all pupils to talk about and reflect on their own well-being.

3. Teaching and Learning

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life. As a school, we endeavour to provide a holistic environment, in which pupils can grow and develop spirituality, morally, socially and culturally, and in which positive attitudes and consistency provide pupils with good role models, amongst adults as well as pupils as we expect our older pupils to demonstrate good behaviours and support their younger peers.

We also ensure that British Values are promoted continuously in order to ensure pupils develop an understanding of democracy and the rule of law, and an appreciation for individual liberty, mutual respect and tolerance of different faiths and beliefs in every aspect of their school experience as these values underpin life in British society.

The school encourages safe and sensible behaviours incorporating good manners, consideration, courtesy and respect for others at all times whether within the school or when out and about in the community, whilst encouraging imagination, inspiration and reflection.

The curriculum within each Areas of Development provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally, all pupils are required to reflect and empathise with others whilst giving them the confidence to provide their opinions and develop their own viewpoints.

The following curriculum stems will be taught to pupils across the SMSC curriculum. Pupils will follow the curriculum that matches their personalised learning programme according to their learning level in line with the school's Flow curriculum; Flow 1a (F1a), Flow 1b (F1b), Flow 2 (F2), Flow 3 (F3), key stage and age-appropriate content.

F1a	Explores sensory aspects of rituals, artefacts or music.
F1a	Participates in shared activities for beliefs.
F1a	Indicates own preferences for activities, beliefs and actions.
F1b	Responds to familiar religious stories and music.
F1b	Contributes to celebrations and festivals.
F2	Shows persistence in aims, values, principles and/or beliefs.
F2	Shows respect for different beliefs and faiths.
F2	Carries out ritualised actions in familiar circumstances.
F2	Communicates simple facts about religion.
F2	Celebrates diversity.
F3	Reflects on behaviours, situations or events and learns from this reflection.
F3	Realises the significance of religious artefacts, symbols and places.
F3	Understands that religious and other stories carry moral and religious meaning.
F1a	Responds emotionally when something is unfair e.g. upset if turn is missed.
F1a	Makes choices based on understanding of right and wrong.
F1b	Identifies right and wrong e.g. visually, practically, personally.
F2	Shows concern and sympathy for others in distress.
F2	Is aware of their own influence on events and other people.
F2	Understands what is right or wrong.
F2	Understands the consequences of their own behaviour and actions.
F2	Treats living things and their environment with care and concern.
F3	Uses their knowledge of consequences to manage and adapt their own behaviour.
F3	Demonstrates consistently appropriate and moral behaviours in a variety of situations.
F3	Uses a range of social skills in different contexts.
F3	Is sensitive to the needs and feelings of others and shows respect for themselves and others.
F3	Understands that other people have needs and respects these.
F1a	Takes turns and shares resources in supported group play.
F1a	Takes part in a voting process e.g. favoured activity, a trip, Jack Petchey.
F1b	Demonstrates respect for people, living things, property and the environment.
F1b	Shares thoughts via voting process in school.
F2	Works co-operatively with those around them.
F2	Shows awareness that different behaviour might be needed in different contexts.

F2	Takes part in rule writing or preparation.
F2	Takes part in a voting process with understanding of the purpose.
F3	Understands the writing of rules and in turn the need to follow them.
F3	Works as part of a team, showing an awareness of conflict and how it might be resolved.
F3	Shares views and opinions with others to create consensus.
F3	Follows the advice of others.
F3	Begins to challenge others' values and opinions.
F3	Takes part in democratic voting for whole school initiatives or to indicate own choices about events, trips, school council.
F3	Understands the wider democratic society in the UK - links to politics and voting where appropriate.
F3	Knows that they will be able to legally vote when they reach legal age.
F1a	Accepts diversity within close proximity and beyond.
F1a	Attends events in school that contribute to their community and culture.
F1a	Tolerates new experiences relating to community, social experiences and culture.
F1a	Shows interest in artistic, musical and sporting opportunities for a short period of time.
F1b	Participates positively in artistic, musical and sporting opportunities for a specific period of time.
F1b	Co-operates well with others during community and cultural events.
F2	Participates in a variety of local community and social events.
F2	Contributes to activities they are part of in the local community and social events.
F2	Expresses preferences or enjoyment in cultural experiences.
F3	Actively plans and contributes to local community, social and cultural events.
F3	Prepares signage, advertising to promote an event in the school or community.
F3	Leads and supports social events for the school or community.
ALL	Extends cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges where possible.
ALL	Participates in charity events.
F1a	Responds to visual symbols of Britain i.e flag colours, landmark pictures.
F1a	Identifies location of Britain on a map.
F1a	Identifies British flag on a map.
F1b	Identifies there are 4 countries within Britain.
F1b	Identifies the 3 colours of the British flag.
F1b	Identifies where London is on the map.
F1b	Recognises key landmarks or symbols e.g. Big Ben, Buckingham Palace.
F2	Names up to 3 of the 4 countries that make up Britain.
F2	Names up to 3 different religions within British society.
F2	Names up to 3 types of ethnicity within British society.
F2	Identifies whether an action is right or wrong in British society.
F2	Recognises different festivals/celebrations in Britain.
F2	Participates in simple class voting to make a group decision.
F2	Describes simple examples of fairness/kindness in real-life situations.

F3	Names all 4 countries that make up Britain.
F3	Names 3+ different religions within British society.
F3	Names 3+ types of ethnicity within British society.
F3	Identifies 3+ key laws within British society.
F3	Understands the difference between democracy and autocracy.
F3	Explains why rules are important in school and society.
F3	Recognises Britain as part of a wider world community.
F3	Gives examples of cultural diversity e.g. languages, food, celebrations.
F3	Explains the idea of rights and responsibilities i.e. basic citizenship.

Spiritual Development

Spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Through spiritual development, all pupils will learn to:

- develop their identity and self-worth;
- develop an awareness of their own and other principles, values and beliefs; both religious and non-religious;
- learn about themselves, others and the world around them;
- understand better their own feelings and emotions.

Moral Development

Moral development involves pupils acquiring an understanding of the difference between right and wrong and/or moral conflict, a concern for others and the will to do what is right.

Through moral development, all pupils will learn to:

- distinguish between right and wrong;
- conform to rules and regulations for the good of all;
- respect honesty and fairness;
- tell the truth;
- respect the rights and property of others and themselves;
- listen and respond appropriately to the views of others;
- reflect on the consequences of their actions;
- value other people and their feelings and act considerately towards others;
- learn how to forgive themselves and others.

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society.

Social development involves pupils working effectively together and participating successfully in the school community as a whole and gaining interpersonal skills that will allow them to form successful relationships and become an active member of their community.

Through social development, all pupils will learn to:

- relate positively to others;
- share such emotions as love, joy, hope, anguish, fear and reverence;
- show sensitivity to the needs and feelings of others;
- participate fully and take responsibility in the classroom and in the school;
- use appropriate behaviour, according to situations;
- engage successfully in partnership with peers and work as part of a team;
- exercise personal responsibility and initiative;
- understand that, as individuals, we depend on family, school and society;
- use individual skills and strengths when working in partnership towards a common goal as in school assemblies, work experience;
- interact positively with others through contacts outside school e.g. sporting activities, visits;
- support others;
- show care and consideration for others by sharing and taking turns;
- show politeness, cheerfulness, friendliness and actively want to do the right thing;

Cultural Development

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

Cultural development enables all pupils to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Through cultural development, all pupils will learn to:

- develop a sense of belonging to their own culture and being proud of their cultural background;
- explore other cultures and beliefs;
- respond to cultural events;
- share different cultural experiences;
- respect different cultural and faith traditions;
- understand codes of behaviour, fitting to cultural traditions;
- develop a love of learning about others;
- develop an understanding of British cultural traditions, including all faiths;
- appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond;
- understand similarities and differences between faiths and cultures.

5. Monitoring and Evaluation

Provision in respect of promoting SMSC development is reviewed regularly as part of the curriculum monitoring and evaluation cycle.

This will be achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Growth curriculum;
- sharing of classroom work and practice;
- scrutiny of pupils' work.

