



## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Autumn 2015

Manager

Miss G Evans

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## **Mission Statement**

SMSC is at the heart of every learner's development at Gayton Junior School. It is about the development of the whole person and enables them to feel safe, secure and valued in their education.

At Gayton Junior School we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We want to give each child the opportunity to explore social and moral issues, develop a sense of social and moral responsibility and promote the British Values. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- Their own values and beliefs;
- Their own spiritual awareness;
- Their own high standards of personal behaviour;
- Their team and collaborative skills;
- A positive, caring attitude towards other people;
- An understanding of their social and cultural traditions;
- An understanding of democratic processes and the law in England;
- An appreciation and acceptance of the diversity and richness of their cultures;
- Their opportunities to experience other cultures;
- Their ability to celebrate each other's successes;
- Their access to a range of educational visits.

"Which of us, after all, wants their child to leave school clutching a handful of certificates, but with no idea of how to be a human being?" Talbot and Tate, 1997

To put SMSC at the heart of school life, we have developed the Passport Scheme. Throughout their time at Gayton, each child carries a passport containing 50 unique activities to experience before they leave junior school. We provide as many of these enrichment opportunities as we can. As children complete them, they date the relevant stamps on their passport. This passport then becomes a record of all the amazing activities that our children experience during their time with us. The list includes: make a snow angel, bake a cake, hold a baby chick, camp outside overnight, roll down a big hill, build a den, climb a tree, make a film, feel sand between your toes, go to a zoo and visit London!

## **Spiritual Development**

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

Although education and spiritual development are not synonymous, religious education does contribute significantly to spiritual development.

At Gayton the pupils will be provided with a range of opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Allow them to develop a range of personal values, which may include a religious belief;
- 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, support and encourage a belief in oneself;
- Encourage the development of relationships and the need to show empathy for others;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experience;
- Allow them to understand, express, use and control feelings and emotions;
- Explore and encourage respect for beliefs of other people in school and the wider community.

Some ways in which spiritual development is nurtured at Gayton include:

- Educational visits, including those to places of worship, to expose pupils to a wide range of experiences which promote a sense of awe and wonder;
- Community cohesion initiatives, including links to the local infant and secondary schools, as well as work within the local community;
- Including a, 'What's in it for me?' as the purpose of each lesson and applying it to real life;
- MFL curriculum;
- The Super Student Scheme, achievement certificates, class hero or heroine of the week, table points etc., to develop the pupils' self-esteem;

- Pupils are encouraged to work as role-models for younger pupils (Peace Squad, Mini Leaders, the Year 3 and 6 buddy system);
- Creativity, imagination and questioning in lessons to form more enquiry-based learning;
- The PSHE programme fosters development of self-esteem and awareness of self & community, knowledge and understanding;
- Partnership working with other agencies, such as the NSPCC (Childline), First Steps (body image), Brake (road safety) etc.;
- Elected student council for pupils to advocate their views and concerns (pupils are elected by class members and advocate the views, opinions and concerns of their class);
- Visiting musicians, artists and religious visitors (Illuminate and the Pastor) who provide interactive workshops and assemblies;
- Themed days and events, such as faith days and STEM days;
- Displaying pupils' work.

### **Moral Development**

- This refers to the pupils' knowledge, understanding, intentions, attitudes and behaviours in relation to what is acceptable/right and what is wrong. The school has a well-established behaviour policy and the staff actively model positive behaviour and promote making the right choices at all times. At Gayton there is a clear emphasis on attitude and effort as the way to success.

### **Some of the ways in which Gayton promotes moral development include:**

- Whole school and class assemblies;
- 1:1 interventions and friendship groups facilitated by the Learning Mentor;
- Clear modelling of positive behaviour by all staff;
- Team-building games;
- Anti-Bullying ambassadors and 'Say No to Bullying' PSHE topic;
- Drugs education within PSHE;

- Playground mini leaders, Year 3 and 6 buddies, Peace Squad and School Council;
- Cyber bullying and E-safety awareness education;
- Group work and discussions;
- Sticker charts, class hero or heroine of the week, table points;
- The Super Student Scheme: a robust and well-established behaviour policy;
- Partnership working with the local Police Community Support Officers (PCSOs);
- Fire safety and road safety awareness;
- Fundraising activities for established charities (Children in Need, Red Nose Day), raising money to sponsor a child's education in Kenya and an annual school-wide sponsored event which raises funds for school;
- Actively encourage parent involvement;
- Incidents which may arise in school which may give rise to an opportunity for teaching about morality and behaviour. Making use of restorative justice and reflection.

### **Social Development**

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

At Gayton the pupils will be encouraged to:

- Maintain and develop relationships within the school;
- Work successfully with other pupils and adults within the school community;
- Participate actively, co-operatively and productively in the school community;
- Respond to the opportunities being offered, demonstrating initiative and taking responsibility for their own learning;
- To become co-operative and productive members of their local community;
- Gain an understanding of society through their family, carers, school and local, national and global communities.

### Some of the ways in which we promote social development at Gayton include:

- Curriculum planned trips, educational visits and residential stays in Castleton and London;
- The ethos of our school, our vision statement: ASPIRE (Ambition, Success, Politeness, Inspiration, Respect, Enthusiasm) and our mission statement: “Be the best you can be!”
- Learning mentor – friends for life initiative;
- Speaking and listening skills promoted throughout the curriculum;
- Peer teaching, peer talk and peer assessment;
- Inter-school football league and fostering good working relations with other Derby City schools;
- Restorative justice, Peace Squad, Year 3 and 6 buddies, playground Mini Leaders;
- Family Learning groups for whole school learning days where pupils work with their siblings and across all 4 year groups;
- Whole school and class assemblies (including guest speakers);
- Parents evenings and curriculum meetings;
- After-school clubs;
- Transition with Ridgeway and local secondary schools;
- Engaging with the local community, such as carols at the local residential home and planting trees with Friends of Littleover Parks.

### **Cultural Development**

The final component refers to the pupils increasing their understanding and response to the elements which provide societies and groups with their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

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 that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, arts and design, music, technology, 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 Gayton include:

- The overarching ethos of our school;
- Educational visits, including to the libraries, museums and places of worship;
- Religious education syllabus and faith days;
- MFL curriculum;
- Assemblies and displays;
- Topic work and working with Charlie to build artefacts from Roman, Tudor, Viking and WW2 eras;
- Visiting artists, musicians and visitors from other cultures (Maasi Tara and Emanuel);
- Music lessons;
- Cookery lessons;
- Book week and dress up days;
- Watching and taking part in live theatre (Year 3 and 6 productions);
- Supervised access to the internet;
- Charity and sponsored events.

**Role of the Co-ordinator**

- To audit the school environment, conduct pupil interviews and undertake learning walks to ensure SMSC is present in all aspects of school life;
- To collate evidence of SMSC to be displayed on the school website;
- To organise whole school or targeted group events which promote values work and SMSC development;

- To compile and update a portfolio (photographs, examples of pupil work and written evidence) to record the school's support for SMSC;
- To liaise with the designated SMSC governor regarding future SMSC promotion and monitoring;
- To assess progress in SMSC across the school;
- To support and advise all staff teams in relation to SMSC aspects, including teaching, resources, and guidance and through the promotion of staff wellbeing.