



# Ryhope Infant School Academy

## SMSC Policy

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## **Our Vision**

At Ryhope Infant School Academy, our children and their learning are at the very heart of every decision we make. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

Our school will help and encourage children to make informed choices and be ready to accept responsibility for what they do. We will forge honesty, be that with themselves or others.

## **Intent**

SMSC stands for spiritual, moral, social and cultural development.

Schools have a responsibility for supporting children to develop skills in these areas, the intentions for SMSC in schools are:

### **Spiritual Development.**

*Pupils' spiritual development is shown by their:*

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

### **Moral Development**

*Pupils' moral development is shown by their:*

- ability to recognise the difference between right and wrong, and their 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 Development**

*Pupils' social development is shown by their:*

- use of a range of social skills in different contexts, including working and socialising with pupils 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 – engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

## **Cultural Development**

*Pupils' cultural development is shown by their:*

- understanding and 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 socio-economic groups in the local, national and global communities

## **Implementation**

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities. Please read the **PSHE Policy** and **Well Being and Mental Health Policy**.

## **Spiritual Development**

Spiritual experiences often give us a feeling, we want our children to have these feelings by creating:

- Curiosity and mystery – children being excited with new learning
- Awe and wonder – that wow factor with new experiences
- A sense of belonging – being part of a school community
- Self-awareness – learning about own likes/dislikes, strengths/weaknesses
- Opportunities for prayer and collective worship
- Time for mindful and calming activities
- A sense of security, well-being, worth and purposefulness

## **Moral Development**

We want children to develop the morals that will stand them in good stead for life in Modern Britain, to support this we will:

- Provide clear expectations for behaviour which is consistent throughout school
- Promote racial, religious and other forms of equality
- Give pupils opportunities across the curriculum to explore personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Develop a safe secure environment where children can their opinions and make own decisions
- Encourage democracy, voting for School Council members
- Reward and recognise good behaviour
- Recognise and respect different cultures that are represented in the school and wider community
- Encourage pupils to take responsibility for their actions, respect property and the environment
- Raise self-esteem and pride with star of the week and attendance award

## **Social Development**

We realise the utmost necessity for social skills in order to live. To support the development of these we:

- Ensure children have a strong sense of our ethos and how we work together
- Foster a sense of community, with common, inclusive values
- Promote equality, freedom of speech and confidence to share ideas
- Encourage pupils to work co-operatively
- Offer a School Council experience where children can be a spokesperson for their class
- Encourage pupils to recognise similarities and differences between themselves and others
- Provide positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, educational visits, school productions
- Help pupils to develop their own personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Provide opportunities for pupils to work cooperatively with a friend or in a group
- Make effective links with the wider community – visiting local area.

## **Cultural Development**

To support the development of these skills we will:

- Extend pupils' knowledge with the use of cultural imagery and language
- Encourage children to think about special events in life and how they are celebrated
- Recognise and nurture a child's particular gifts and talents
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events, such as learning about Chinese New Year and taking part in multicultural weeks.
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

## **Impact**

Auditing the quality and nature of opportunities for SMSC will be evidenced in learning walks, displays and lesson observations by Head Teacher. The relationships between teacher, class and between children themselves will demonstrate the effect of SMSC. PSHE Lead will keep an evidence file highlighting key moments that demonstrate SMSC throughout school.