



Holy Trinity C of E Junior School

Policy for: SMSC(Spiritual, Moral, Social & Cultural development) Policy

Reviewed by: S Gruffydd

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Principles

- Within a Christian environment, SMSC at Holy Trinity is the promotion of pupils' spiritual, moral, social, cultural development.
- The SMSC aspects of children's development and learning must underpin all others, since they prepare each individual for the opportunities, responsibilities and experiences of adult life.
- Mission statement:

'wanting the best for each member of the school – within a Christian environment, gladly working in partnership with each other, with home, church and the community – led by the hand of God'.

Aims

At Holy Trinity we aim for the children to:

- Develop a sense of worth and self esteem.
- Develop a respect for, and tolerance of others.
- Develop a sense of fairness, respect for others and for the process of law and legal rights of others.
- Contribute positively to the society in which they live.
- Make more informed choices about their health and behaviour.
- Develop resilience to overcome challenges they may face.
- Encourage and seek to develop spiritual and moral awareness.
- Learn to respect ways of life, opinions and ideas different from one's own or from other cultures, provided they are based on consideration for others.
- Develop understanding of how their choices and behaviour can affect themselves and others.
- Develop the skills to help them build fulfilling relationships with others.
- Reflect on spiritual, moral, social and cultural issues from a Christian point of view and from their own spiritual point of view
- Communicate and interact using a range of social skills in different social settings.
- Develop appreciation of a range of cultural experiences and respond positively to them.
- Take responsibility for their behaviour and the impact that it has on others

Practice

- SMSC is promoted through a range of planned and unplanned opportunities, including:
 1. Curriculum content
 2. Themed weeks (e.g. Anti-bullying week, Book Week)
 3. Themed days (Tudor day/Roman day)
 4. Assemblies led by teachers, visitors or classes.
 5. Weekly reflective questions
 6. Extra curricular activities (Asian dance club)

7. The Thinking Board – wall display
 8. School trips and Year 6 school journey
- Provision for the aspects of SMSC is made through other subjects, including RE, which offers an introduction to a multicultural understanding of moral beliefs, values and practices. These underpin and influence personal and social issues and relationships.
 - The following subjects also have links with SMSC:
 1. Literacy – Skills of enquiry and communication, stories that illustrate aspects of personal and social development and cultural issues.
 2. Mathematics – Aspects of financial capability, counting and sharing.
 3. Science – health, safety and the environment.
 4. DT – An awareness of consumer needs when generating design ideas.
 5. ICT – Communicating with others and finding information on the internet and checking its relevance. Esafety – responsible and safe behaviour
 6. History – Use of sources, reasons for and results of historical events, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
 7. Geography – Topical issues concerning the environment, sustainable development, land use, study of pupil’s own locality and place in different parts of the world.
 8. Art – Reflecting on and responding to ideas and experiences communicated through works of art and also by the study of a specific artist.
 9. Money Matters – e.g. philanthropy
 10. Music – emotions pertain to all the elements of SMSC
 11. PE – collaboration, competitions and responsibility for one another
 12. PSHE
 13. The Behaviour policy and process for the school
 14. The anti-bullying policy
 15. The Single Equality Policy
 16. The work of school council, Eco council and SuRGe
 17. NB Overt reinforcement of British values will be made throughout the year in assemblies and appropriate forums.

Monitoring and Evaluating

The subject leader for PSHE has checked the curriculum map and PSHE scheme of work to monitor coverage of elements of SMSC in the school. Subject leaders will do a twice yearly pupil voice group where questions based on SMSC development will be included in their assessment questions. There will also be a pupil voice group on behaviour in school. Staff are expected to make overt links between foundation subjects and SMSC. NB Any comments which give cause for concern will be dealt with according to the safeguarding policy.

What will the subject leaders do with this information?

This information will be passed on to the PSHE coordinator who will summarise it in the annual subject report to the headteacher. The information will inform the development of SMSC via the school development plan. These will be used to monitor and evaluate the implementation of SMSC throughout the curriculum.