

Stanford Infant School



Spiritual, Moral, Social and Cultural (SMSC) Policy

Agreed by Pupils: 26.01.16

Agreed by Staff: 26.01.16

Agreed by Governors: 25.05.16

Introduction

This policy has been developed and implemented with the whole school community, including: pupils, families, staff and governors.

At Stanford Infant School we celebrate friendship, respect, excellence and courage. Our safe and happy learning environment engages, challenges and inspires our learners on the beginning of a journey of learning forever.

'Exploring and Learning Together, Inspiring Each Other'

For our vision to be effective, everyone who learns and works in the school will be involved in the promotion of Social, Moral, Social and Cultural (SMSC) development; thus we are committed to a whole school approach.

Pupils' SMSC development is closely connected to the positive ethos and values of our school.

This policy should be linked to the following other School Policies:

- Teaching and Learning Policy
- PSHE Policy and Schemes of Work
- Equalities Policy
- Behaviour Policy
- Anti-Bullying Policy

Our Golden Values

At Stanford Infants we have an agreed set of school values:

We are...

Friendly

Respectful

Excellent

Courageous

These values are based on fundamental principles of everyday life that everybody can understand and follow. The values are displayed prominently in every class, activity area, area of the school and playground. At the beginning of the academic year each class will discuss them as part of their PSHE curriculum – they will discuss how they are there to keep everyone safe and happy and to ensure that everyone can do the best they can. All adults actively refer to the school values to reinforce the behaviour we want, e.g. "well done, you have shown respect to a grown-up today".

All class unpick our values at the beginning of the academic year. In KS1 individual class values/agreements are also agreed by the class at the beginning of the school year. These are prominently displayed in the classroom.

General Aims

We aim to:

- Ensure that all stakeholders are aware of our core values
- Ensure a consistent approach to the delivery of SMSC development through the general life of the school and broad and balanced curriculum
- Ensure that every child's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- Ensure that children know what is expected of them and why

We will know we are successful if we see the following:

Pupils' spiritual development is shown by their ability to reflect on their own beliefs and have respect for other people's faiths. They will have a sense of enjoyment and fascination in learning and in the world around them. They can use their imagination, be creative and know how to be reflective. They show **mutual respect** for themselves and those around them.

Pupils' moral development is shown by their ability to recognise differences between right and wrong. They will understand consequences of behaviour and understand other people's viewpoints. They are aware of the ideals of **democracy, rules of law and individual liberty**.

Pupils' social development is shown by their ability to display a range of social skills in different contexts. They can learn and socialise with pupils from different backgrounds and display **mutual respect and tolerance**. They take **responsibility** for all their actions.

Pupils' cultural development is shown by their awareness of cultural influences that have shaped their and others heritage. They have a willingness to participate in artistic, sporting and cultural opportunities. They have a **tolerance for different faiths and cultural diversity**.

The Curriculum

All areas of the curriculum will contribute to the spiritual, moral, social and cultural development of children and promote British Values; this included trips and visits and visitors to the school.

Monitoring and Evaluation

Provision for SMSC and the promotion of British Values is audited, monitored and reviewed on a regular basis. This is achieved by:

- Curriculum Teams who identify aspects within their subjects to be included in SMSC development and liaise with other Curriculum Teams
- Monitoring of resource provision