

The Rookeries Carleton J, I
& N School

The Rookeries Carleton J & I School

SMSC (Social, Moral, Spiritual
and Cultural) Policy



Date Reviewed: October 2019

Next Review Date: October 2020

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SMSC Policy

Definitions of SMSC

Spiritual

Pupils' spiritual development is shown by their:

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

Moral

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

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 **socio-economic 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.

Cultural

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**

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- 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**.

Aims

At The Rookeries, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

At The Rookeries the ethos 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.

The Rookeries will help pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and be encouraged to stand by the choices they have made. They will want to be honest with themselves and with others.

At The Rookeries we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. 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
- a positive caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of theirs and other cultures

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

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Planning

The school is constantly mindful of its approach to the thoughtful and wide ranging promotion of pupil's spiritual, moral, social and cultural development, within the unique context of our families. In 2012 the school reviewed the curriculum themes and included a 'Yorkshire' focus for every year group in art, for example a significant artist such as Barbara Hepworth. In the light of the New Primary Curriculum and to place further emphasis on our local and national heritage and promote tolerance, long term plans explicitly focus on themes of a local, national and or international nature. Ranging from what it was like to be a Tudor in Pontefract Castle to Maypole dancing on the green, to a study of a day in the life of a child in Pakistan.

In 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 and RE lessons.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences through:

- Creative curriculum – pre assessment, launch event, emersion, end of topic event
- RE curriculum
- SEAL Curriculum
- Art and Design Curriculum (awe and wonder)
- Knowledge and understanding about religious festivals
- Independent learning
- The 6 R's - What is an effective learner?
- Inspire mornings
- Assemblies
- Trips and visitors
- Knowledge of local, national and international events
- Kagan Structures – collaborative learning

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- Themes weeks including - SMSC Week, Science Week, Writing Week, Art of Writing Week.

Moral Development

At The Rookeries we believe that a morally aware pupil will develop a wide range of skills.

These can be encouraged by the following:

- Anti-bullying assembly
- Behaviour policy and guidelines
- School Rules 'RESPECT'
- Classroom rules
- SEAL curriculum
- Magistrate Day
- Creative Curriculum with opportunities to explore moral dilemmas
- Assemblies
- Student council
- Choices Programme
- Charity work
- The 6Rs – How to be an effective learner

Social Development

At The Rookeries we recognise that pupils are becoming socially aware. They need to be encouraged to adjust to a range of social contexts by appropriate and sensitive behaviour.

Opportunities for social development include:

- Kagan Structures - collaborative work
- Knowledge of local, national and international news
- Charity work – Red Nose Day, Race for Life, Children in Need, Roald Dahl Day (Children's charity) Remembrance Day

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- Harvest Festival – food goes to the local food bank
- Enterprise Fortnight
- Trips
- Residential visits
- Inspire mornings
- After school activities e.g. cooking, gymnastics, cheer leading, karate, football, netball
- Celebrating achievement e.g. credits, golden tickets, marble time, Achievement Assembly, Writer of the Week, 6Rs weekly champion
- Student Council
- Buddies (KS2 children supporting KS1 children)
- Events with other schools – Cross country, athletics, football, G and T events

Cultural Development

Children should be made aware of the diversity of others cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Other opportunities include:

- History/Geography curriculum – local study, national and international focus
- Writing Competition with a celebration of Yorkshire theme
- Yorkshire Week (2015)
- Creative curriculum
- Themed weeks
- Freddie Fit
- Inspire morning – Year 5/6 Islam focus
- Trips including a visit to a Mosque
- RE curriculum
- SEAL curriculum

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Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, organising events and contributing to the overarching ethos of the school.

The role of the School Council is an effective vehicle to promote the Pupil Voice. At the beginning of the year the councillors are asked to find out what pupils like most about their school and what they would like to see improved. As a result of these findings an action plan is created to ensure areas for development are addressed. The student council also supports many charities including local and national fundraising initiatives.