

Clowne Infant and Nursery School

Vision:

At Clowne Infant and Nursery School we recognise that personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures.

At Clowne Infant and Nursery School SMSC underpins the ethos of our school;
“We take our children on a journey of discovery, giving them aspirations and engaging them in lifelong learning.”

Intent:

We value SMSC as an important part of the children’s entitlement to a broad and balanced curriculum.

Spiritual, Moral, Social and Cultural development is the over-arching umbrella that encompasses personal development across the whole curriculum. SMSC is now highlighted by the government as a key means of promoting basic British values, schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs. At Clowne Infant and Nursery School SMSC is not taught as a stand-alone lesson, rather it may be taught throughout all areas of

learning and part of the ethos of the school which children experience on a daily basis.

At Clowne Infant and Nursery School we aim to design and provide a broad, balanced and enriched curriculum which will indirectly promote children's SMSC development and inspire children to have high aspirations and to make positive contributions to their community and lead a successful life in modern Britain.

Guidelines:

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General aims:

We aim to ensure:

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC through the curriculum and the general life of the school.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That children have a good understanding of their responsibilities.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To enable children to become fair minded and empathetic to the needs and beliefs of others.
- To enable children to develop a curiosity about their own feelings and about people, objects, places and events around them.
- To explore and to value the similarities and differences, faiths and beliefs between themselves and others.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

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. The school will develop a climate and ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity etc.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

Teachers always generate with their classes a set of rules for the classroom based on the values held by the school, which are displayed in each classroom. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Help others in the school and wider community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Have an understanding of the major world faiths.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our Foundation subject planning.

Teaching and Organisation:

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges

that there may be to their own attitude and lifestyle. Planning shows opportunities for SMSC to be developed across curriculum areas.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events as appropriate, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. Composer of the month.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Participation in traditional English country dancing as well as dance from other cultures.
- Opportunities to make and evaluate food from other countries.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into our school.
- Links with the local church are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school will support the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.

Inclusion (See SEN policy)

At Clowne Infant and Nursery School we ensure all pupils are treated as individuals and all curriculum subjects are differentiated to meet individual needs.

Monitoring and review

The monitoring of standards of the quality of children's work and the quality of teaching is the responsibility of the subject co-ordinator, team leaders and senior management. The subject co-ordinator is responsible for supporting colleagues, identifying training needs, staying informed about current developments in the subject and for providing a strategic lead and direction for the subject in school.

The Head Teacher allocates 3 days per school year to the subject co-ordinator so that they can review the quality of teaching and learning, track curriculum coverage and set appropriate targets in order to further improve SMSC throughout school. This evidence is gathered by the subject coordinator via children's work, displays, discussions with pupils and staff, lesson observations and samples of planning. A named member of the schools Governing Body is briefed to oversee the teaching and learning of SMSC and communicates with the subject lead throughout the year. The subject leader is responsible for creating and carrying out an action plan, based around the current needs of SMSC in school each year.