



MPS SMSC POLICY

This SMSC Policy applies to Montpelier Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

Approval and review:

This plan is the responsibility of: Headteacher

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Montpelier Primary School SMSC Policy

VISION STATEMENT

At Montpelier Primary School we value SMSC (Spiritual, Moral, Social and Cultural) in its role of helping children to build their own set of personal values, showing respect for all groups of people and appreciating their own worth and the worth of others. It also plays an important part in developing lively, enquiring minds which know the difference between right and wrong. We want our children to be responsible citizens of the future, taking their place in a rapidly changing society.

AIMS

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- 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 promote 'British Values' in line with government guidance.

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.

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.

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.

OBJECTIVES

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

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

PUPILS WILL:

Through classroom discussions we will give the children opportunities to:

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

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.

- Take turns and share equipment.
- Work co-operatively and collaboratively.

Have opportunities to engage in many of the following:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. pupil teams and pupil voice groups, class monitors, lunch monitors, register monitors, assembly monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes and start of the day activities 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 dance from a range of cultures.
- Opportunities to taste and evaluate a range of types of food.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.

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.

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, 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 — e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- 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.
- Liaison with local secondary schools to support the primary curriculum and transition.
- Sponsoring the education of a child in a less advantaged part of the world.

BRITISH VALUES

The teaching of British values can be undertaken in different ways, for example:

- Through values and attitudes the children show around the school.
- Through the values promoted by SMSC education.
- Through the different curriculum subjects and topics, for example in RE, PSHE and History.
- Through the election and actions of different pupil voice groups around the school.
- Through a rounded programme of assemblies.
- Through taking advantage of local and national events.

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Monitoring of teaching and learning and work scrutiny by the SMSC, RE and PSHE leaders. This will link with the judgements of the SMSC leader and be reported to governors.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study including the school's approach to collective worship by the SMSC and curriculum leaders.
- Regular visits by the link governor to monitor and assess progress in SMSC in conjunction with the SMSC team.

IMPLEMENTATION OF THE POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

Monitored by the Headteacher.