



Penn Fields School Spiritual, Moral, Social & Cultural (SMSC) Policy

Boundary Way

Penn

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Penn Fields School Spiritual, Moral, Social & Cultural Policy

1. Related Policies

This policy must be seen in conjunction with the following policies:

- Safeguarding
- E – Safety Policy
- Single Equalities Scheme
- Curriculum
- PSHE
- The School Mission Statement
- The School Aims

2. Guiding Principles

Policy Statement:

At Penn Fields School, the children and their learning are at the very heart of the decisions we make. This policy reflects our diverse mix of pupils and does not discriminate against any of the protected characteristics.

The school will help the 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 holding to the choices that they have made. They will want to be honest with themselves and with others. The Spiritual, Moral, Social and Cultural education of pupils at Penn Fields is cross-curricular and not limited to specific SMSC lessons

Penn Fields School is committed to offering pupils the opportunities to:

- Try to identify, reflect on and explore experiences and distinguish between right and wrong
- Explore moral issues and develop and talk/communicate about their own attitudes, beliefs and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures

The school aims to create an ethos that nurtures pupils spiritual, moral, social and cultural experiences. SMSC is developed through:

- the whole curriculum, PSHE and 'curriculum extra' activities
- assemblies
- The school Behaviour Policy
- extra-curricular activities opportunities

2.1 Spiritual Development

The primary aim of spiritual development is to examine choices in life, matters of life and death, the purpose of life, etc. Spiritual development is experienced largely through Religious Education. All pupil study RE until the end of Year 14. Religious Education lessons aid pupils to gain insight into their own religious beliefs and examine the beliefs of other faith group. It also contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in pupils respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

Wider opportunities exist in the school's curriculum that enable pupils to think about religion and appreciate the variety of faiths by: using art, drama, music, languages, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives creating tasks which question pupils and enable them to work out their own position on issues, both moral and religious.

The spiritual development of pupils is shown by:

- thinking about their own beliefs, religious or otherwise, that inform their perspective on life.
- having an Interest in, and respect for, different people's faiths, feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Using their imagination and showing creativity in their learning.
- Having a willingness to reflect on their experiences.

2.2 Moral Development

Moral Development encourages pupils to develop fundamental ideas about behaviour and the reasons for behaviour. It can help pupils to develop appropriate skills and help them develop confidence to make informed decisions. It gives pupils the confidence to listen to and respect the thinking of others.

The school has agreed simple core values which permeate the life of the school in all experiences and interactions:

The moral development of pupils is shown by their:

- recognising the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding their behaviour and actions have consequences.
- Interest in investigating and offering their views about moral and ethical issues, and being able to understand/listen to and appreciate the viewpoints of others.

The aims of curriculum work can be summarised as follows:

- to stimulate pupils into expressing their own moral beliefs and understanding
- to challenge them into trying to express their beliefs and understanding with reasons
- to enable them to share with others, listen to others and try to resolve disagreements
- to help them apply their growing moral competence in the context of vocational experience and the workplace
- to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues

The role of the teacher and support staff has the following elements:

- being alert to issues which are raised to pupils, and having the confidence to explore them
- the creation of materials and the setting up of activities and tasks for pupils, either alone or in groups
- putting questions into the discussion which challenge pupils and help them to think more deeply

Key moral issues at Penn Fields School are:

- self-respect and respect for others,
- making right choices
- doing the right thing
- managing conflict
- telling the truth
- the importance of trust and confidentiality
- friendship and loyalty
- respect for rules and laws and the reason for their importance

2.3 Social Development

Through social development pupils are helped develop skills and personal qualities necessary to live and function effectively in British Society. This requires an understanding of society in all multi-cultural aspects, its structures and principles and life as a citizen, parent or worker in a diverse community.

Pupils are encouraged through our 'moral purpose' to identify themselves as members of Penn Fields community. This involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. The formal curriculum, hidden curriculum and extra-curricular activities promote team work and co-operation.

The development of social skills including behaviour, is monitored both formally in our own assessments, and informally, through pastoral interactions. Supportive interventions and measures are available where they may be needed.

The social development of pupils 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

2.4 Cultural Development

Through cultural development pupils gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development.

The school reinforces the values and customs of society as a whole and celebrates diversity and multi-culturalism.

The cultural influences of home, community and religion are explored in order to extend the pupils' awareness and help develop understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the pupils' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture. The School seeks to provide an education, which not only develops and strengthens pupils' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3 Cross-Curriculum Teaching and Learning

Development in SMSC will take place across all areas of the curriculum.

SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions, mentoring and Personal, Citizenship, Social, Health and Education (PSHE).

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about/ communicate their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- 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.
- Learn an awareness of treating all as equals, accepting people who are different because of learning and physical difficulties.
- Experience good role models.
- Take turns and share equipment.

3.1 Practical Activities to Develop SMSC Include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, register monitors, shared reading, 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 e.g. in music for reflection time at the start of collective worship.
- Meeting people from different religions, cultures and countries.
- Participating in a variety of different educational visits that support our curriculum.
- Participation in live performances.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- 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.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.

4 Community links

Penn Fields School has strong links with both our local and the wider community.

In order to develop these links, school reaches out to the community through the following activities:

- ❖ Fundraising activities. School chooses at least two charities a year for our fund raising work.
- ❖ Annual school production.
- ❖ Weekly class assemblies attended by parents, friends and governors
- ❖ A weekly Parent and Friends of Penn Fields SHARE group
- ❖ Regular links with West Midlands Fire Service including a weekly Fire Cadet group at Merridale Fire Station
- ❖ Regular links with West Midlands Police and our local Community Police Officers.
- ❖ The School Choir singing to local pensioner groups.
- ❖ Excellent links with St Bart's Church with their education officer visiting school every week.
- ❖ Inclusion links with a number of local primary schools, special schools and Highfields School.
- ❖ Work experience for year 11 in the local community.
- ❖ Links with the local Cheshire Home
- ❖ Links with The Moat – a charitable Trust
- ❖ Bikeability workshops including cycling in the local community.
- ❖ Mobility training across the City

5. Promoting fundamental British values

Through the national curriculum, we will:

Teach our pupils a broad and balanced international history.

Represent the cultures of all of our pupils across a range of subjects.

Teach a wide range of English and non-English literature.

Commemorate World War 1 and 2 and other major wars through our annual Remembrance Day Service

Demonstrate the historical importance of the Britain and the Commonwealth.

5.1 Through our Social, Moral, Spiritual and Cultural programme, we will:

Enable pupils to develop their self-knowledge, self-esteem and self-confidence.

Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.

Champion tolerance and harmony between different cultural traditions, by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.

Encourage respect for others.

Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

6. Monitoring & Evaluation

At Penn Fields School, we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- ✓ Regular School Council meetings.
- ✓ Annual pupil questionnaire.
- ✓ Annual parents' questionnaire.
- ✓ Parents' evenings/meetings.
- ✓ Monitoring by the Governing Body

6.1 SMSC provision is reviewed in the following ways:

Penn Fields School undertakes regular monitoring of teaching and learning. Part of this process includes a book trawl by the Headteacher, Deputy Head Teacher and Phase Managers. This information is fed back to the Governing Body as part of our monitoring process.

SMSC activities, events and lessons are recorded on **OneNote**

We have discussions at SMT Meetings, staff meeting and governors' meetings.

Regular policy audits.

Development of Religious Education, PSHE and Collective Worship to reflect the diversity of both our school and society.

The sharing of classroom work and good practice