



*Inspiring All to Excellence*



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Violet Way Academy

# SMSC

## Spiritual, Moral, Social and Cultural Development

## Aims

At Violet Way Academy, we believe that Spiritual, Moral, Social and Cultural Development (SMSC) is about developing the whole child through spiritual, moral, social and cultural activities in a learning environment which enables all children to grow and flourish, become confident individuals and appreciate their own worth and that of others. At Violet Way, we promote these important areas within our everyday activities of working, learning, playing and socialising together.

We recognise that the 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 a curriculum and 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 different social and cultural traditions
- an appreciation of the diversity and richness of different cultures

The promotion of SMSC in school is important because it enables children to develop a deeper understanding of the wider world, develop an understanding and empathy of themselves and others and empowers children to take responsibility for their positive role in society where they value others.

## Spiritual Development

Pupils' spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

We promote spiritual development through:

- ✓ Our PSHE curriculum – children are encouraged to engage in 'moments of calm' listening to the chime and taking time to reflect.
- ✓ Our RE Curriculum – children can reflect on their own and others' beliefs
- ✓ Assemblies, including a 'thought of the day' – a moment to reflect
- ✓ Reflection time in class – children are reminded to think of their own feelings and the feelings of others
- ✓ Planned creative curriculum activities
- ✓ Forest school, trips in the local area and further away – children are reminded to stop for a moment and think about and reflect on the beautiful world around us
- ✓ Listening to music and participating in singing lessons
- ✓ Performing for parents – dance, song, music, poems
- ✓ Reflecting on art pieces (artists, their own, others) within in the art curriculum

- ✓ Children have opportunities to share their own experiences, thoughts, feelings and beliefs with others across the curriculum

## Moral Development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

We promote moral development through:

- ✓ Our Golden Rules and School Values
- ✓ In PSHE and other curriculum lessons, children learn about making choices and how this is sometimes not easy
- ✓ Debating moral issues within the curriculum and our PSHE lessons
- ✓ Assemblies and Circle Times encourage children to think about the choices they make and relate this to our school values
- ✓ Exploring moral stories in Reading and Writing lessons, including stories with dilemmas
- ✓ Our School Rules, teachers, friends and our Sports Leaders on the playground can often help us to make the right choices

## Social Development

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering cooperating well with others and being able to resolve conflicts effectively
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (please also refer to our British Values guidance)

We promote social development through:

- ✓ Our Golden Rules – encourages children and staff to reflect, reiterate, promote, and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievement
- ✓ Circle Times and our PSHE lessons
- ✓ Sports Leaders supporting their peers
- ✓ Nurture interventions and support
- ✓ A range of extra-curricular activities
- ✓ Opportunities to vote for School Council

- ✓ Participating in local community events such as: sports competitions, performances at the church and in school, raising money for the local food bank at Harvest
- ✓ Planned off-site visits to enhance learning
- ✓ Participation in events such as anti-bullying week, Odd Socks Day, World Down Syndrome Day, raising money for charity
- ✓ Opportunities within the curriculum to work together as a team with others, taking turns to speak and share ideas
- ✓ Paired talk opportunities daily to discuss ideas, thoughts and opinions
- ✓ Children have opportunities to take turns to carry out responsible roles within the school, like being on one of the school council members, a classroom monitor or library helper, that will help the school to run smoothly
- ✓ Opportunities within the curriculum to work together and achieve a shared goal. For example, children in Year 1 worked together in pairs in art lessons, painting their hand different colours and then rubbing them together to create a new colour

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within 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, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

We promote cultural development through:

- ✓ The curriculum and learning about different countries, cultures, festivals and people who have shaped our own culture and beyond
- ✓ Celebrating our different cultures and languages in school
- ✓ Assemblies
- ✓ Participation in local cultural events like Remembrance Day, Harvest Festival, May Day
- ✓ Our RE curriculum
- ✓ Our PSHE curriculum, which reminds us that we are all different in many ways and the same in others – children learn to celebrate differences The Cultural Bear reminds us it's okay to be different
- ✓ Within our curriculum, children learn about different cultures, such as traditional Djembe drums in Y2 and Chinese New Year in EYFS, studying the contributions to society that certain famous, historical, and influential people have made, studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops

## Links with the wider community

Visitors will be welcomed into the academy:

- Local religious groups, charities and local businesses (moderated by the Headteacher)
- Curriculum visitors – Animal Experience, Dentist, Nurses, grandparents
- Parents – Volunteering, parent workshops, PTA events
- Community events e.g. Christmas and Summer Fair, Chocolate Bingo

The academy will also support the work of a variety of charities, local, national, and international (e.g. Comic Relief, Children in Need, Star Foundation, Teenage Cancer Trust, World Down Syndrome Day, World Autism Awareness Week).

The academy will promote different learning opportunities within and outside of the school – for example through a wide range of trips and sporting competitions.

## 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 opinions and ideas are valued in all aspects of school life. Pupil Voice will permeate all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school through the School Council. In addition, pupil voice activities are planned as part of our teaching and learning monitoring, for example to get information about wellbeing, behaviour and the curriculum from the children's point of view.

## Review

This guidance will be reviewed at least every two years.

## Links to Other Guidance Documents

- British Values Guidance
- Curriculum Guidance
- Visitors and Visiting Speaker Guidance
- SRE Policy