



FULMER INFANT SCHOOL

SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION (SMSC)

Introduction

At Fulmer Infant School, we recognise that the personal development of children, 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 children with opportunities to explore and respect different cultures, beliefs and sexual orientation, 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 other cultures.

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

Values, principles and spirituality will be explored in the curriculum, especially in RE and collective worship. The integrity and diversity of all faith backgrounds, cultures and sexuality will be respected and explored. The diversity of spiritual traditions will be recognised.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children 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.

Children 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 exemplary behaviour and provide opportunities to celebrate children's 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 the teacher's planning and learning resources.

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 issues 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 know what is expected of them and why.

Our curriculum gives 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
- Respect people who are different.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, respecting people who are different because of physical and learning difficulties
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at lunch times
- Taking responsibility e.g. register monitors, playground monitors, Eco Team members, School Council members, 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
- 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
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to experience live performances by professional actors, dancers and musicians from a variety of cultures
- Participation in traditional English country dancing as well as dance from other cultures
- Opportunities to make and evaluate food from other countries
- 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
- Termly assemblies celebrating different religions, augmented by displays in the library.

Links with the wider community

- Visitors are welcomed into our school
- Links with the local church are fostered and parents from different faiths are encouraged to lead assemblies and discuss their beliefs in RE lessons

- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- The school supports 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 are taught to appreciate and take responsibility for their local environment
- Links with our international, AFE, in Honduras, enables children to learn about children from a different culture and socio-economic background.

Monitoring and evaluation

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

- Monitoring of teaching and learning and work scrutiny by the Headteacher
- Regular discussions at staff meetings
- Audit of policies and units of study including the school's approach to collective worship
- Citizenship subject development plans and when relevant inclusion in the SDP.

Related Policies and Other Documents

Gifted and Talented Policy
 Assessment Policy
 Curriculum Policy
 Race, Disability, Gender and Equality Policies
 Community Cohesion Policy
 Inclusion Policy
 School Development Plan
 SEND Policy
 Teaching and Learning Policy