



Molehill Primary Academy

Spiritual, Moral, Social and Cultural (SMSC) Policy

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Molehill Primary Academy
Part of the LEIGH ACADEMIES TRUST
SMSC Policy

At Molehill Primary Academy we understand that a child's spiritual, moral, social and cultural development is at the heart of learning and growing. With SMSC embedded within the curriculum, enrichment activities and in our positive behaviour policy, we equip pupils to be confident, thoughtful, caring and active members in school and in wider society.

Vision

We aim to provide an education that:

- is rich in opportunities to develop self-respect and respect for others
- fosters high standards of behaviour,
- nurtures a respect and understanding of pupils' own and other social and religious customs
- promotes fundamental British values.

Definitions

Spiritual

This refers to a child's beliefs, religious or otherwise, which form their perspective of life and their respect for other people. It is shown through their sense of self-worth and uses imagination and creativity in their learning.

Learning environment and curriculum.

- Pupils develop sense of self, identify and belonging and take pride in themselves. (Uniform, celebration of achievement in and out of school, whole-school Gallery board, Star-of-the –Week, postcards sent home.)
- Pupils learn to reflect on their work and achievement through our marking policy.
- We focus on positive behaviour and outcomes, rewarding positive behaviour and achievement in weekly celebration assemblies. Pupils value themselves and others in school and the wider community.
- Pupils and their teachers agree class values during transition activities or at the start of the school year.
- Pupils experience awe and wonder and express delight through Art, Science, Literature and Music and by exploring the school's natural environment.

Moral

This refers to a child's understanding of right and wrong, and their understanding of the consequences of their behaviour (positive and negative).

- We support the ability to distinguish right from wrong both within and outside of school.
- Pupils are encouraged to take responsibility for their behaviour and learning. We promote positive behaviour choices and ensure children understand that all choices have a consequence.
- Class and school assemblies delivered by staff and visitors from the community including faith leaders promote moral values.
- Circle time and PSHE lessons enable pupils to collaborate to develop shared values. These may be lead by teachers or visitors.

Social

This refers to a child's ability to work and engage with others from both their own community and with those from different backgrounds, religions and ethnicities, and to make a positive contribution to their community.

- Pupils are given opportunities to use talk partners and work in small groups in the classroom.
- Opportunities to work socially also include the school council, eco-squad and after school activities.
- We work with others within the community, for example, St Martin's church, The Vine church, Cornwallis Academy, New Line Learning Academy, and local reading volunteers.

Cultural

This refers to a pupil's understanding and appreciation of their own values, customs and beliefs, and their willingness to respect and respond to cultural diversity.

- We celebrate attitudes, values and diverse culture in all aspects of the curriculum, for example, reading stories from other cultures, studying geometric Islamic art, through dance and comparing lifestyles in different countries.
- We develop appreciation and respect for British cultural traditions through the curriculum, special events, Christian festivals and through assemblies.
- We acknowledge and respect festivals and traditions from other faiths and cultures, for example, multicultural Harvest celebrations.

Planning

Teachers show how SMSC is embedded in their teaching in their medium term planning.

Every class teacher commits to offering enrichment activities through school clubs. Part-time class teachers share this role with their job share.

Classroom and corridor displays should reflect elements of SMSC.

School leaders and governors

The school has a lead governor with a responsibility for SMSC who liaises with the principal, SMSC leader and teachers.

Monitoring

The planning and coordination of SMSC are the responsibility of the SMSC subject leader with support of a named SLT member.

All subject leaders have a responsibility to ensure elements of SMSC are delivered in their subject.

Pupils' views on SMSC are collected by questionnaires 3 times a year and through teachers' conversations with pupils.

The quality of teaching and learning in SMSC is monitored in every lesson observation as part of the school's agreed cycle of lesson observations.

An audit of SMSC across the school and curriculum will be conducted every year.

The last audit took place on 14.07.15.