Motcombe School

Flying high together

Spiritual, Moral, Social & Cultural Development (SMSC) Policy

Reviewed annually in Term 1

Last Review: September 2022

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

We will support every child ….

to have academic confidence

to make safe and sensible choices

to be physically fit

to gain mental strength through resilience

to show kindness

Ethos

Our school ethos is our shared vision and common sense of purpose. As an infant school we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of both buildings and have accessible toilet facilities.

As with any additional needs the school works closely with parents and appropriate outside agencies.

Motcombe School is a community within which pupils learn about their personal development. They learn from their relationships with their teachers and other staff and also with each other. They also learn from observing how adults behave with one another and with the pupils. Children learn to care for others, to be generous, kind and respectful. Good experience in personal relationships in early life will make a most important contribution to an understanding of moral and spiritual values when they are older.

Spiritual Development

This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives and all areas of the curriculum may contribute to the pupils' spiritual development. Although education and spiritual development are not synonymous, religious education can make a significant contribution to spiritual development.

At Motcombe School the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Allow them to develop a range of personal values, which may include a religious belief.
- Allow them to consider the deeper meanings in familiar features of the natural world and their own experiences – develop a sense of curiosity through reflection on their own and other people's lives and beliefs.
- Develop their self-esteem and self-knowledge and belief in themselves.
- Encourage the development of relationships and the need to show empathy for others.
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences.
- Explore the values of others for example in stories, drama, music, art and religious education.
- Allow them to understand, express, use and control feelings and emotions.
- Explore and encourage respect for beliefs of other people in the school and the wider community.

Some of the ways in which Spiritual Development is nurtured are:

- Educational visits, to expose pupils to a range of experiences, which may promote a sense of awe and wonder.
- Achievement/effort certificates, stickers, posters and awards to develop the pupils' self-esteem.
- Intervention such as positive play and Talking Partners which aim to develop confidence and self-esteem.
- The PSHE programme which develops self-esteem and knowledge of ourselves and others.
- Elected School Council for pupils to advocate their views and concerns.
- Visiting musicians, artists and other specialists who provide interactive workshops
- Displays of pupils' work.
- AfL procedures which allow children time to reflect on their learning and that of their peers.

- A curriculum which has an emphasis on values and beliefs, community and conservation.
- Quality collective worship which reflects a range of values and beliefs and encourages children to reflect on their own beliefs and values.

Moral Development

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and the staff actively promote the notion of avoiding confrontational behaviours at all times. The school has the following Golden Rules:-

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

All classes establish classroom rules, hall rules and playground rules at the start of each academic year. These will be revisited daily to ensure a whole school consistent approach.

Some of the ways in which Moral Development is promoted are:

- Clear models of good behaviour
- Policies and procedures which promote turn taking and listening skills.
- Drama, role-play, storytelling and circle time.
- Group work and discussions
- Assembly themes
- Fund raising activities for others
- Incidents, which occur in school which, may give an opportunity for teaching about morality and behaviour.
- Assemblies and curriculum which celebrate morals and good behaviour.

Social Development

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society. At Motcombe School the pupils will be encouraged to:

- Maintain and develop relationships within the school
- Work successfully with other children and adults in the school community
- Participate co-operatively and productively in the school community
- Respond to the opportunities being offered to show initiative and to take some responsibility for their own learning
- To become co-operative and productive members of the community beyond school
- Gain an understanding of society through their family and carers, the school, local and wider communities

Cultural Development
Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- Recognise those similarities and differences may exist between different societies and groups.
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media.
- Broaden, develop and enrich their interests and insights.

Some of the ways in which we promote cultural development are:

- Educational visits
- Religious Education programme
- Collective worship
- Assemblies
- Topic work
- The overall ethos of the school
- Visiting artists, musicians, and people from other cultures
- Access to the Internet (Supervised)