**Bel Royal School October 2018**

**Spiritual, Moral, Social and Cultural (SMSC) Policy**

The core purpose of Bel Royal School is to promote engaging opportunities so that children develop their own learning skills within an inclusive community.

This policy should be read in conjunction with CYPES documents:

The Jersey Curriculum for RE. Updated September 2018

Collective Worship Reflections for Jersey Schools May 2018

Review framework criteria for SMSC

As well as school policies relating to:

PSHE (based upon PSHE association scheme)

Bel Royal School –the Big Picture

**SMSC (social moral, spiritual and cultural)**

SMSC development is the overarching umbrella that encompasses personal development across the curriculum. By explicitly planning for SMSC provision for children consistently through the school and across the curriculum, children’s physical, social and emotional well-being and learning will be enhanced. Providing the means for children to have a voice, reflect and record their SMSC experiences should be at the core of their learning. At Bel Royal School we have 6 School Values which are embedded in our approach to developing positive learning and community dispositions:

Aspiration, Creativity, Perseverance, Compassion, Respect and Responsibility.

**The Spiritual Development of children is shown by their:**

• ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings, values and faiths.

•sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

•use of imagination and creativity in their learning

•willingness to reflect on their experiences

**The Moral Development of children is shown by their:**

•ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of Jersey

•understanding of the consequences of their behaviour

•interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

**The Social Development of children 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 social settings, cooperating well with others and being able to resolve conflicts effectively

•willingness to volunteer

•interest in, and understanding of, the way communities and societies function

at a variety of levels

•acceptance and engagement with the fundamental Jersey Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these Jersey values allows the children to participate fully in and contribute positively to life in Jersey.

**The Cultural Development of children is shown by their:**

•understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

•willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

•understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in Jersey, Britain , Europe.

•interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

*The SMSC questions included below are indicative of the learning and thinking process at the core of our SMSC approach.*

**How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school:**

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| **Spiritual Development**  *Who am I? What am I good at? What do I believe?* | |
| **Provision** | **How it is evidenced** |
| Religious Education curriculum  Assemblies  Opportunities for quiet reflection, use of  reflective journals.  Outdoor educational opportunities/visits  Whole School Values- half termly themes to assemblies | RE curriculum plans, include a multi-faith approach based upon the Jersey Curriculum for RE document.  Visiting places of worship  Whole school assemblies and celebrations of star of the week, “Well done Wednesday” assemblies, Friday Head teacher roll of honour.  Outdoor learning  Forest School activities  Residential visits  School Value celebrations  Harvest, Christmas and Easter celebrations  Visits from faith groups i.e. Open the Door  Time to reflect upon learning and experiences  Celebrations of festivals from other faiths.  Listening to music |
| **Outcomes for learners: They**   * Have personality and character * Are self-aware and sensitive to the needs of others * Think deeply and reflect * Experience a sense of awe, wonder and mystery * Have clear personal values and are open to new ideas * Appreciate the importance of beliefs and values in human affairs * Have a clear sense of identity and belonging * Are able to express their feelings and emotions openly * Are creative, imaginative and perceptive * Are curious about the world around them * Respond with interest and develop from new experiences | |

Planned opportunities for spiritual development in all subjects can be seen across the school. Our RE planning structure is based upon the Hertfordshire Scheme which matches the principles of the Jersey RE document.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

* Curiosity and mystery
* Awe and wonder
* Connection and belonging
* Heightened self-awareness
* Prayer and worship
* Deep feelings of what is felt to be ultimately important
* A sense of security, well-being, worth and purposefulness
* An understanding of each person’s uniqueness

The school has a learning climate within which all children can grow and flourish, respect others and be respected; accommodating difference, exercising empathy. These experiences can occur during any part of the school day.

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| **Moral Development**  *How should I act? What sort of person do I want to become? What are the consequences of my actions?* | |
| **Provision** | **How it is evidenced** |
| School behaviour Policy and Code of Conduct  Religious Education curriculum  Pupil Voice  Philosophy for Children  Taking part in Charitable projects  Promotion of UNCICEF Right Respecting School principles | Regular reviews of Behaviour  Celebration of children achieving crystals / school beads  Anti-bullying activities.  E-Safety teaching  Whole school Assemblies and the explicit discussion of school values, communicated to parents and carers through newsletters  Weekly school Golden principles, Stars of the week in assembly and on display  Circle times  Child participation in a range of pupil groups: Pupil Community Forum, PALS, pupil task teams  Charity appeals  Singing at Nursing homes, Island / Parish community events.  Prison me no Way –Year 6  Keeping myself safe-Year 2 |
| **Outcomes for learners: They**   * Take personal responsibility for their actions * Know the difference between right and wrong * Tell the truth and keep promises * Respect the right and property of others * Exercise self-discipline * Understand the consequences of the actions of themselves and others * Help those less fortunate than themselves * Show a keen interest in ethical issues * Make reasoned and responsible response to moral dilemmas * Reassess values in the light of experiences * Articulate their own attitudes and values * Help set guidelines to govern their own behaviour and behave consistently in accordance with these principles | |

**Our school develops pupil moral experiences by**:

•Providing a clear moral code as a basis for behaviour which is promoted

consistently through all aspects of the school (Golden principles)

•Promoting racial, religious and other forms of equality

•Giving pupils opportunities across the curriculum to explore and develop

moral concepts and values –for example, personal rights and

responsibilities, truth, justice, equality of opportunity, right and wrong

•Developing an open and safe learning environment in which pupils can express their views and practice moral decision making

•Rewarding expressions of moral insights and good behaviour

•Recognising and respecting the codes and morals of the different cultures

represented in the school and wider community

•Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour

• Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school’s values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Developing respect for their own rights and those of others through promoting UNICEF rights Respecting School activities

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| **Social Development**  *Where do I fit in? How should I interact with other people? What are my rights and responsibilities?* | |
| **Provision** | **How it is evidenced** |
| PSHE Curriculum  Working together in teams  Pupil Voice  Extra-curricular activities  Arts Curriculum  Outdoor Education / visits  PE curriculum  Cross phase working / learning buddies / Community groups  Rights Respecting School opportunities | Implementation of family links through Community groups sessions  Pupil Groups including: Pupil Community Forum.  Residential visits in Year 5 and 6  Educational visits  School clubs including: Football, netball, chess,  Participation in Music events:  Participation in Charity support:  Children in Need,  Red Nose Day  Participation in Sporting events  Pupil Task teams  PALs |
| **Outcomes for learners: They**   * Co-operate effectively with each other and participate successfully in the community as a whole * Develop the inter-personal skills necessary for successful relationships * Exercise responsibility * Participate successfully as a member of a group or team * Show respect for people, living things, property and the environment * Relate well to others people’s social skills and personal qualities * Accept others’ rights to hold d different views/beliefs * Respect others needs and interests * Resolve conflicts appropriately and seek consensus * Challenge, when necessary and inappropriate ways, the values of a group or wider community * Reflect on their own contribution to society and to the world of work * Benefit from advice offered by those in authority or counselling roles * Appreciate the rights and responsibilities of individuals within wider social settings * Participate in activities relevant to the community | |

Our school develops pupil social experiences by:

•Identifying key values and principles on which school and community life is

based

•Fostering a sense of community, with common, inclusive values

•Promoting racial, religious and other forms of equality

•Encouraging pupils to work co-operatively

•Encouraging pupils to recognise and respect social differences and similarities

•Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, and school productions

•Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, and respect for difference, moral

principles, independence, interdependence, self-respect and awareness

of others’ needs

•Providing opportunities for engaging in the democratic process and participating in community life

•Providing opportunities for pupils to exercise leadership and responsibility

•Providing positive and effective links with the world of work and the wider

Community

Monitoring in simple and effective ways the success of what is provided.

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| **Cultural Development**  *Why do some people do things differently? How do other people live?*  *What can I learn from the culture and history of others?* | |
| **Provision** | **How it is evidenced** |
| Range of School Visits – on Island  Participation in the Arts  Arts Curriculum  MFL  Jersey aspects embedded in cross-curricular planning | School visits to museums, galleries, concerts, theatre visits  Meeting authors  Opportunities to take part in school productions /Performances  Singing teaching for year all year groups  Opportunities for individual instrumental lessons  Visits from people of different cultures  MFL teaching  Afterschool Portuguese Club  Sports Day  Jerriais sessions |
| **Outcomes for learners: They**   * Understand that culture are always changing and quip learners to cope with change * Have insight into their own and others’ culture * Appreciate, embrace and celebrate diversity * Challenge any form of prejudice * Recognise and understand their own cultural assumptions and values * Appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs * Are open to new ideas * Are willing to participate in, and respond to, artistic and cultural enterprises * Experience a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures * Have regard for the heights of human achievement in all culture and societies | |

**Our school develops cultural experiences by:**

•Extending pupils’ knowledge and use of cultural imagery and language

* Encouraging them to think about special events in life and how they are celebrated
* Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
* Emphasising cultural achievements through displays, posters, exhibitions,
* Developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visit
* Providing opportunities for children to learn about global culture
* Building an awareness of the historical elements that have built Jersey culture
* Building an awareness of the diversity of Jersey culture and the richness this brings

**Outline of Jersey Values:**

* Democracy
* The rule of law
* Individual liberty
* Mutual respect
* Tolerance of those of different faiths and beliefs

**Promoting Democracy:** The provision of experiences for children to exercise their voice purposefully via a School Council or a Pupil Community Forum. Providing opportunities for pupils to input on :

* what and how they learn,
* the daily life of the school
* Extra-curricular activities.

**Promoting the Rule of Law:** The provision of experiences for children to understand rules in the context of the school, Island and wider context. Providing opportunities for pupils to:

* know the good reasons for setting the rules
* understand the conduct and expectations required
* know the value and responsibilities around the laws that are there to protect us and the consequences when laws are broken
* visit and hear from authorities to reinforce the message.

**Promoting Individual Liberty:** The provision of experiences and opportunities for children to:

* make independent and informed choices within a safe , secure environment
* know, understand and exercise rights and personal freedoms and how to exercise these safely
* have a strong anti-bullying culture and understand the behaviours that enhance learning in a community
* have a sense of belonging , being included and part of a team

**Promoting Mutual Respect:** The provision of experiences for children to acknowledge School Values, as a means to promote respect and to support understanding that actions have an effect on the right of others and themselves. Providing opportunities for pupils to demonstrate a commitment to inclusion, and the recognition of diversity- demonstrating mutual respect, tolerance

and understanding.

**Tolerance of different Faiths and Beliefs:** The provision of experiences for children to:

* develop an understanding of place in a culturally diverse society
* share faiths and beliefs, celebrate festivals throughout the year

Providing opportunities via routines, curriculum and literature to promote tolerance and understanding and developing the ability to respond positively to a range of artistic, cultural and sporting opportunities.

**How we will evidence SMSC learning at Bel Royal School:**

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| **Planning overviews in place** (long term, medium , short term) | **Lesson observations/Learning Walks**-full curriculum entitlement noted |
| **Extra-curricular activities** –good uptake of opportunities | **Assemblies and Playtimes** – demonstrate pupil voice and community membership |
| **PSHE,RE and Citizenship**  learning opportunities delivered across the school , range of public and classroom displays | **Positive Behaviour –** few anti-bullying incidents recorded and evidence of positive interventions when recorded |
| **Pupil Dispositions** – positive growth mind sets and learning traits developed | **Positive Classroom climate-** pupil to pupil and pupil to staff and vice versa –good working relationships |
| **School Vision and Values**  living and noted in surveys, feedback from visitors | **Wider Community relationships** |

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