



St Nicholas CE (VC)
First School

learning and believing, growing and achieving

St. Nicholas CE(VC)
First School, Codsall
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Social, Moral, Spiritual, Cultural Values Policy

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At St Nicholas CE VC First School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an 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 their social and cultural traditions
- and an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of St Nicholas CE VC First School and is an essential ingredient of school success.

The SMSC policy provides the school with the opportunity to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. Whole school rules and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' 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 teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

SMSC is planned and embedded in a way that allows for the development as follows –

1. The 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.

2. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

3. The social development of pupils 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

4. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, 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.

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the

significance of what they are learning, and to recognise any challenges that there maybe to their own attitude and lifestyle.

SMSC will run through all curriculum areas, especially through the teaching of RE and PSED as well as our focus on British Values, underpinning the values that we take on and embed as our whole school ethos.

Teachers will inspire pupils through the enthusiasm for and modelling of learning.

Teachers at St Nicholas CE VC First School will use creative strategies and

challenging questions to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils 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 others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.