



SMSC Policy

Our vision is 'to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential'.

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1. Aim of the policy

This Policy outlines Copper Fields School plans for ensuring the Spiritual, Moral, Social and Cultural wellbeing of the young people is at the heart of the school's curriculum and in the development of the child or young person as a whole.

2. Background

SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. Personal development throughout the school prioritizes SMSC development.

Definition

PSHEE Personal Social Health Economic Education

RSHE Relationships Sex Health Education

SDP - School Development Plan

SMSC - Spiritual, Moral, Social and Cultural.

Spiritual

Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.



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Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrated.

Cultural Capital

Cultural Capital is a term used to describe the tools that students will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. Cultural Capital will develop through PSHE and the wider curriculum, through school learning activities including out of school experiences and residential trips, through Work Related Learning, Independent Living Skills, Enterprise and Careers.

3. Policy

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At Copper Fields School we recognise that the personal development of pupils, 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 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 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. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spirituality will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils 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.



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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 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 the teacher's planning and learning resources in addition to the Social, Moral, Spiritual and Cultural Co-ordinator's guidance documents.

4. General Aims

The aims of the Social, Moral, Spiritual and Cultural curriculum at Copper Fields School are to:

- Heighten children's self-esteem and improve their self-image.
- Provide children with a safe, secure environment where they can be confident of a consistent approach and where relationships between peers and adults can flourish.
- Encourage respect for the property, space and feelings of others and so develop co-operation in activities / situations.
- Encourage independence in a variety of settings so that they may be able to take responsibility for their actions.
- Provide opportunities for children to make choices and to persevere with difficult tasks.
- Promote understanding of other customs and cultures.
- Develop communication skills.
- That everyone connected with the school is aware of our values and principles.
- A consistent approach 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.

Through classroom discussions we will give the 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.



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- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open-mindedness, sensitivity, cultural awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk or communicate to each other.
- Learn an awareness of treating all as equals, accepting 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 Social, Moral, Spiritual and Cultural Education will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Encouraging teamwork in P.E. and games / circle time / drama.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Learning about festivals and days of importance in other countries, faiths and cultures.
- Meeting people from different faiths, cultures and countries.
- Participation in a variety of different educational visits, including to places of worship.
- Participation in live performances.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to hear songs from different cultures and play a range of instruments.
- Completion of individual and group projects as guided by the Social, Moral, Spiritual and Cultural Co-ordinator.

5. Links with the wider community

- Visitors are welcomed into our school.
- Visits to churches and places of worship of other faiths will be arranged to support the understanding of different cultures and beliefs.



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- The school will support 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 will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the curriculum e.g. creative and expressive arts, P.E. and games.

6. Monitoring and Evaluation

Provision for Social, Moral, Spiritual and Cultural Education is monitored and reviewed on a regular basis. This is achieved by:

- Co-ordination and monitoring of Social, Moral, Spiritual and Cultural opportunities by named member of staff.
- Monitoring of teaching and learning and work scrutiny by Senior Management / Principal.
- Regular discussions at staff meetings.
- Audit of policies and units of study.
- Development of a subject portfolio.
- PSHE subject development plan SDP.

7. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Copper Fields School. Outcomes First Group will then actively respond to the enquiry.