



Inkersall
PRIMARY ACADEMY

Spiritual, Moral, Social, Cultural (SMSC) Policy

This policy relates to all pupils in Inkersall Spencer Academy including those in
EYFS

The Local Governing Body of Inkersall Spencer Academy adopted this policy in Sept 2021.

Spiritual, Moral, Social and Cultural Policy

Definition

Spiritual development.

Pupil's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes that they need to foster their inner strength and spiritual well-being.

Moral development

Pupil's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict. Also, to develop a concern for others and the will to do what is right. They are willing to reflect on their actions and the consequences and be willing to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes that they need in order to make responsible moral decisions and act on them.

Social development

Pupil's social development involves pupils acquiring an understanding of the responsibilities of being members of a family and a community (local, national and global). Also they develop the ability to relate to others and to work with others, for the common good. They display a sense of belonging and the willingness to participate. They learn the knowledge, skills, understanding and attitudes needed to make an active contribution to the democratic process in each of their communities.

Cultural development.

Pupil's cultural development involves pupils acquiring understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire respect for their own culture and that of others. Developing a curiosity about the differences also the skills, understanding, and qualities to appreciate and contribute to culture including citizenship.

Aims

We endeavour to provide the children with an environment where they can learn to develop life skills to be responsible members of society. We encourage them to develop an awareness of themselves and their abilities and interact with others in appropriate ways. We develop in them a feeling of self-worth and teach them about their place in society; the children can experience the process of democracy through giving their opinion to the school council. Within the school we develop a code of practice so the children know how to behave for the safety of themselves and others. Within that code of practice the children learn the consequences of their actions. We respect all faiths and help the children to learn about multiculturalism without prejudice. We aim to develop a sense of awe and wonder about the world and its creation.

OBJECTIVES IN THE TEACHING OF SMSC

- To develop a sense of awe and wonder and provide times throughout the school day for quiet reflection and to come together as a school for a time of worship or fellowship.
- To develop the imagination of the children and the use of all their sense to explore their environment.
- To develop individual self-confidence.

- To conform to the rules and regulations to promote order and good will and to be considerate of others especially those less fortunate.
- To tell the truth and respect the rights and property of others.
- To be considerate by turn taking and sharing also to be prepared to take responsibility for their actions.
- To share emotions such as love, joy, hope, fear and reverence and be sensitive to the feelings of others.
- To work as a group and realise that everyone can do something well and have something to offer.
- To develop an understanding of being part of a caring community and to develop links with local community.
- To develop a sense of belonging to the pupil's own culture and to be proud of that cultural background.
- To respect each other's different cultures without prejudice and to respond to cultural events and experiences.
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures past and present.

ASSESSMENT FOR LEARNING

Informal assessment will be made through conversation and observation of pupils' behaviour, listening to their views and how they interact with each other. Discussion between all members of staff will aid confirmation of skills learnt and assist teacher with any difficult issues. Parent evenings and less formal conversations between staff and parents will clarify any problem areas.