

TWERTON INFANT SCHOOL & NURSERY

Spiritual, Moral, Social and Cultural Development

At Twerton Infant School and Nursery we recognise that the personal development of children - spiritually, morally, socially and culturally (SMSC) - plays a significant role in their ability to learn, achieve and be happy individuals.

We therefore aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs;
- their own spiritual awareness;
- their own high standards of personal behaviour;
- their critical thinking skills;
- a positive, caring and respectful attitude towards other people;
- an understanding of their social and cultural traditions; and
- an appreciation of the diversity and richness of their cultures.

We consciously facilitate opportunities in these four areas in the following ways:

SPIRITUAL DEVELOPMENT: This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values. This is developed by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through Assemblies, PSHE, Religious Education, Geography and History.
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through PSHE, Literacy, Drama, Music and Dance.
- Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, Celebration Assemblies (Weekly "Leaves" and Sharing Assemblies) and CAT Team members and School Librarians.
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, visits to our local Bath City Farm, Forest School activities, Art based on nature (Goldsworthy and still life studies), Class Growing and Class trips.
- Accommodating difference and respecting the integrity of individuals; for example, Golden Rules, School Council (CAT team), explicit PSHE lessons, Assemblies on Diversity and Anti-bullying week.

Promoting teaching styles that:

- Value pupil questions and give them space for their own thoughts, ideas and concerns.
- Allow children to take ownership of and lead their learning.
- Enable pupils to make connections between aspects of their learning.

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- Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example: School Behaviour Policy; School's Golden Rules, Class Rules; Anti Bullying Week, E-Safety week.
- Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, (Inclusion policy, Equal Opportunities policy, SEN policies).
- Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities and SEN policies).
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (PSHE; RE; History; English; Assembly; Drama; School Council (CAT team); Community Police officer visits).
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (Circle time sessions, School Council; Drama; Safeguarding policy & practice).
- Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; house points).
- Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (whole school charity events; Celebration Assemblies; Assembly themes).
- Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals in RE and newsletters, PSHE and RE Themed Assemblies).
- Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes, ECO Schools and B.E.S.T Competition Winners 2015).
- Providing models of moral standards through the curriculum (English; History; RE; PSHE; Assembly; Drama).
- Reinforcing the school's values through the use of posters, displays, website etc. (Celebration Tree in Hall, displays throughout school celebrating success, CAT team webpage).

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SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society and become informed citizens of the future. This is supported by:

- Fostering a sense of community with common, inclusive values (Assembly; Home-School Agreement; 'Friends of School' events including Christmas Fayre & Summer Fete; involvement with community arts projects; partnership with local churches).
- Promoting equality relating to gender, religion, ethnic origin, sexual orientation, age, disability, SEN (e.g. Intergenerational Workshop with children and their grandparents).
- Promoting racial, religious and other forms of equality (Equal Opportunity policy).
- Encouraging children to work co-operatively (PSHE, Circle time, Effective Lifelong Learning Inventory (ELLI), House system; after-school clubs (bursaries); mixed year group curriculum events; e.g., Dance Umbrella).
- Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (PSHE; RE; English, Assemblies).
- Providing positive corporate experiences; for example, special curriculum events, productions, school council, Class Assemblies.
- Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect (Golden Rules, Celebration Leaves and Effective Lifelong Learning Inventory).
- Helping children to relieve tensions between their own aspirations and those of the wider group (PSED development and Emotion Coaching).
- Providing opportunities to participate in the democratic process and participate in making community decisions, e.g. School Council (CAT team); votes in class on a variety of issues.
- Providing children with opportunities to exercise leadership and responsibility (CAT team members, School Librarians, Urgent Message Service).
- Welcoming members of the wider community into our school and keeping them informed of developments (Christmas Craft Mornings in Nursery, Mothers' Day Breakfasts, Lads and Dads Forest School Workshop, active school website; Weekly Newsletter; notice board; community board; SMS service).

CULTURAL DEVELOPMENT: refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:

- Providing children with opportunities to explore their own cultural assumptions and values.
- Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; English; Library; Assembly; Art; Dance; Music; celebrating festivals).
- Recognising and nurturing particular gifts and talents (Local Events with other schools, Y2 Poetry Assembly, children joining in with St Michael's Junior School X-Factor competition).
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (5x5x5 Creativity, Drama, music and dance groups, links with St Michael's local church).
- Reinforcing the school's cultural values through displays and photographs.
- Using ICT and the world-wide web to research other cultural backgrounds.

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The Key Features of SMSC at Twerton Infant School and Nursery

The following table is one of the tools used to monitor SMSC each term across all areas of the school.

Term:					
Activities		Spiritual	Moral	Social	Cultural
School Clubs					
Assemblies					
Charity Support					
House Competitions					
Lunchtime Activities					
Tournaments/Festivals					
Learning Walks					
Displays					
Themed Days/Weeks					
School Trips					
CAT Team					
Planning Scrutiny					
Lesson Observations					
Work Scrutiny					
CPD / PDM					