



Spiritual, Moral, Social and Cultural (SMSC) Policy

Cherry Trees School

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Aims

At Cherry Trees School we aim to encourage pupils to be enthusiastic learners who take ownership of their learning and take pride in what they achieve.

Our commitment is that all people who come into our school – pupils, staff, parents or visitors, are valued as individuals. They should set, and be entitled to expect from others, good standards of behaviour marked by respect and responsibility.

Pupils at Cherry Trees School will be encouraged to make choices and respect the choice made by others. They will be encouraged to take responsibility for actions they take and be honest with themselves and with others.

Expectations

We have an agreed set of expectations for our children which they must experience during their time at Cherry Trees School. These are:

Expectations

Experiences

Listen to / play a tuned musical instrument.
Theatre visit out or in school.
Participate in a community event both in and out of school.
Take part in a performance.
Take part in a sporting competition to represent school.
Watch a sporting event.
Outdoor experience.
Residential experience.
Involvement in a charitable event.
Visit a Gallery / Art Exhibition.
Visit a museum.
Experience live music.
Cross-phase experience.
Experience of another culture.
Experiences by themselves.
Experiences with families.
Sensory experience.
Physical experience.
Communicating.

Definitions

Spiritual Development

Pupils' spiritual development is shown by developing their:

- Beliefs, religious or otherwise, which inform their view of life and their interest in and experience of respect for different people's 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 experiences.
- Willingness to be a reflective learner.

Moral Development

Pupils' moral development is shown by developing their:

- Ability to experience and recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development

Pupils' social development is shown by developing 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.
- To experience and show interest in, and understanding of, the way other communities and society's function.

Cultural

Pupils' cultural development is shown by developing their:

- Experience, understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Experience and understanding of their own culture and other cultures, locally, nationally and internationally.
- Respect for the cultures of all people.

Spiritual Development

Definition

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Our Learning Environment and Curriculum

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape).
- Consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories).
- Experience and consider beliefs of others and how it affects their lifestyles, (RE, investigating communities and faiths, historical case studies).
- Celebrate their achievement and what they need to do to be successful in the future, (self-assessment, target setting activities).

Moral Development

Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Our Learning Environment and Curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and phase assemblies that discuss moral values and highlight expectations.
- Activities that enable pupils to give opinions and demonstrate their values.
- Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures).

Social Development

Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our Learning Environment and Curriculum

At Cherry Trees School social skills are developed through:

- Experiencing social activities across a range of contexts and cultures.
- Modelling of positive social behaviour by all staff.
- After School Clubs.
- Sporting activities.
- Buddy and team games at play times and lunch times.
- Turn taking and team building activities.
- Pair and small group work within the classroom.
- Working with others across the local community (local care homes, cluster schools).

Cultural Development

Definition

Cultural development enables learners to experience and develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Our Learning Environment and Curriculum

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools and organisations.
- Stories from different cultures.
- First-hand experiences through local visits, theatre, art and artists.
- Visitors from the local and international community.
- Being part of National and International fund-raising events.
- Studies of a different lifestyle including different food, dress, festivals and places of worship.

Teaching of SMSC has many cross curricular links with subjects such as RE, PSHE, RSE, Art, English, Performing Arts and Cooking. Subject teachers are encouraged to include cross curricular links and work in collaboration where appropriate.