

**The Promotion of Social, Moral, Spiritual and Cultural Education in the Wider Curriculum**

**Introduction**

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Calder Primary School we seek to teach these qualities across the curriculum and throughout school life, to everybody, every day.

**SMSC Aims:**

· To ensure that every child has an equal entitlement to a broad and balanced education of the highest standard.

· To create a learning environment that ensures that every child achieves their full potential.

· To foster a family atmosphere that supports personal growth and promotes healthy lifestyles.

· To create and maintain a secure, caring community which promotes positive relationships, appropriate behaviour and good manners at all times.

· To create mutual understanding and involvement between the school, parents, governors and the wider community.

· To ensure that the school is committed to the safeguarding and welfare of children

**SMSC Definitions**

**Spiritual** Beliefs, religious or otherwise, which inform children’ perspective on life and their interest in, and respect of, different people’s feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

**Moral** Ability to recognise the difference between right and wrong and children’s 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** Use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

**Cultural** Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

**Aims**

At Calder Primary we share, support and strive to achieve the pupil aims for

SMSC:

**To be spiritual:**

* Gain an 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.
* Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
* Develop use of imagination and creativity in their learning.
* Have a willingness to reflect on their experiences.

**To be moral:**

* Develop an 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.

* Gain an understanding of the consequences of their behaviour and actions.
* Grow an 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.

**To be social:**

* 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.

**To be cultural:**

* Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
* Develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in people as unique and valuable individuals and showing compassion and respect for pupils and their families.

**EYFS**

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. 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.

**Spiritual Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

* Sustain their self-esteem in their learning experience.
* Develop their capacity for critical and independent thought.
* Foster their emotional life and express their feelings
* Experience moments of stillness and reflection.
* Discuss their beliefs, feelings, values and responses to personal experiences.
* Form and maintain worthwhile and satisfying relationships
* Reflect on, consider and celebrate the wonders and mysteries of life.

**Moral Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

* Recognise the unique value of each individual.
* Listen and respond appropriately to the views of others.
* Gain the confidence to cope with setbacks and learn from mistakes.
* Take initiative and act responsibly with consideration for others.
* Distinguish between right and wrong.
* Show respect for the environment.
* Make informed and independent judgements.

**Social Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

* Develop an understanding of their individual and group identity.
* Begin to understand the need for social justice and a concern for the disadvantaged.

**Cultural Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

* Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
* Recognise Christianity as a world-wide faith.
* Develop an understanding of their social and cultural environment.
* Develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions.

**Teaching and Organisation within the EYFS**

Development in SMSC will take place across all areas of learning, 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 may be

to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Group 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.

Provide opportunities to:

* Listen and talk to each other.
* Learn an awareness of treating all as equals, and accepting people who are different.
* Agree and disagree.
* Take turns and share equipment.
* Work co-operatively and collaboratively.

**Links with the wider community in EYFS**

* Visitors are welcomed into EYFS – from the secondary phase and the local area such as PCSO or the local church.
* The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the child.
* Children will be taught to appreciate their local environment and to develop a sense of responsibility to it. This includes helping to care for our allotment. 4

**How the curriculum contributes to SMSC in Key Stage 1 and 2**

**The Contribution of English**

English contributes to our children’ SMSC development through:

* Developing confidence and expertise in language, which is an important aspect of individual and social identity.
* Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
* Developing children’s awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
* Helping children to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
* Using lesson activities such as discussion and conscience alley to explore dilemmas and moral stories.
* Using debate to broaden perspective, evoke empathy, carve personal opinion, learning to join together with others who hold similar views and the value to democracy.

**The Contribution of Mathematics**

Mathematics contributes to our SMSC development through:

* Spiritual development: through helping children obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
* Moral development: helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
* Social development: through helping children work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
* Cultural development: through helping children appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

**The Contribution of Science**

Science contributes to our children’s SMSC development through:

* Encouraging children to reflect on the wonder of the natural world.
* Awareness of the ways that Science and Technology can affect society and the environment.
* Consideration of the moral dilemmas that can result in scientific developments.
* Showing respect for differing opinions, on creation for example.
* Co-operation in practical activity.
* Raising awareness that scientific developments are the product of many.

**The Contribution of Computing**

Computing and ICT contributes to our children’s SMSC development through:

* Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
* Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying.
* Acknowledging advances in technology and appreciation for human achievement.

**The Contribution of History**

History contributes to our children’s SMSC development through:

* Looking at the creation and evolution of British society.
* Enabling children to reflect on issues such as war, conquest, invasion etc.
* Showing an awareness of the moral implications of the actions of historical figures.

**The Contribution of Geography**

Geography contributes to our children’s SMSC development through:

* Opportunities for reflection on the creation of earth and its’ origins, future and diversity.
* Reflection on the fair distribution of the earth’s resources and issues surrounding climate change.
* Study of human and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

**The Contribution of Modern Foreign Languages**

Modern Foreign Languages contributes to our children’s SMSC development through:

* Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
* Social skills are developed through group activities and communication exercises.
* Listening skills are improved through oral/aural work.

**The Contribution of Religious Education**

RE makes a distinctive and substantial contribution to the delivery of SMSC:

* Children learn about beliefs, values and the concept of spirituality.
* RE reflects on the significance of religious teaching in their own lives.
* Develops respect for the right of others to hold beliefs different from their own.
* Shows an understanding of the influence of religion on society.
* Fosters appreciation and understanding of different cultures, religions and traditions.
* Collective worship allows time for personal reflection and prayer.

**The Contribution of Art**

Art contributes to our children’s SMSC development through:

* Art lessons develop children' aesthetic appreciation.
* In turn, Art evokes feelings of 'awe' and 'wonder'.
* Giving children the chance to reflect on nature, their environment and surroundings.
* Learning about the history and culture of art.
* Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

**The Contribution of Design and Technology**

Design and Technology makes a contribution to children’s SMSC development through:

* Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
* Awareness of the moral dilemmas created by technological advances.
* How different cultures have contributed to technology.
* Opportunities to work as a team, recognising others strengths, sharing equipment.

**The contribution of Forest School**

Forest School has an important contribution to children’s SMSC development through:

* Reduction of Stress
* Enhancement of emotional wellbeing
* Using a range of learner-centred processes to create a community for being, development and learning.
* Promoting the holistic development of all involved, fostering resilient, confident, independent and creative learners.
* Offering learners the opportunity to take supported risks appropriate to the environment and to themselves.
* Reflecting on the wider association of life cycle, seasons and the links between nature and sustainability
* Encouraging children to care for their environment
* Encourages children to contemplate their impact upon the planet
* Awareness of moral dilemmas in terms of the use of pesticides
* Leading children to appreciate aesthetics, beauty and the pleasure of being a part of creation
* Opportunities to work as a team, recognising others strengths, sharing equipment.

**The Contribution of Music**

Music contributes to our children’s SMSC development through:

* Teaching that encourages children to be open to the music of other cultures.
* Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
* Lead children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
* Looking at the way music can change moods and behaviour.
* Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental lessons with specialist peripatetic teachers and Calder Sings Choir.
* Listening to music together and celebrating e.g. our daily assemblies and performances in Friday assemblies and Youtube Channel.

**The Contribution of Physical Education**

Children’s SMSC development is actively promoted though PE by:

* Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
* Exploring the sports and traditions of a variety of cultures.
* Individual activities that provide the opportunity for self-reflection, awareness and challenge.
* Annual Residential Outdoor Adventurous visit for Year 5/6 pupils, being responsible for themselves and their belongings away from home.

**Beyond the Curriculum**

We deliver SMSC through a variety of ways to enhance and go beyond the curriculum:

* Student Leadership e.g. School Council, Librarians, Eco-Leaders
* Year 6 Buddies
* Assemblies include Spiritual, Moral, Social or Cultural themes.
* Through community projects, for example, our Harvest Festival links with Calderdale Smartmove, our links with the Mytholmroyd Station Partnership, Partnership with Hebden Bridge Rotary for annual Shoebox appeal and their Light Up the Valley COVID recovery plan.
* Taking part in a wide range of musical opportunities through the Calderdale Music Trust, giving opportunities to work with contrasting schools on meaningful projects such as Big Sing, ensembles and orchestra groups.
* A broad extra-curricular plan from EYFS to Year 6 with opportunities for sports, arts, STEM, music and more.
* British Sign Langauge Club and using BSL greetings in school, such as in assembly. BSL interpreter for performances and learning BSL songs and Christmas carols.
* Taking part in charity work and learning more about the charities e.g Children in Need, Sport Relief, Macmillan Coffee Morning, Overgate Hospice Sponsored Run, visiting Smartmove, visit from Hebden Royd Mayor.
* Links with other schools within our cluster through the HX7 School Sports Partnership and wider through Calderdale School Games including sport development with pupils from larger, more diverse schools for example Calderdale Cross Country, SportsHall Athletics, Diamonds Gymnastics.
* Whole school productions e.g. Nativity, Christmas Tree Dressing, Summer Production, music performance assemblies and our Youtube Channel.
* Visitors in to school e.g. local vicar, PCSO, local parents who promote aspiration and careers to pupils such as leatherworks.
* Taking part in Calderdale Library events including the Summer Reading Challenge and the Book of the Year event for more able readers.
* Annual whole school trip to Victoria Theatre for the Pantomime, Year 6’s sit with their Reception buddies and experience a British Christmas tradition.
* Visits to religious buildings, local businesses and further afield through History, Geography and Science work. \*In COVID restrictions – Zoom visits/visitors including a Viking, A WWII Air Raid Warden, A local historian, A Zoom visit to an aquarium and a whole school virtual live pantomime.
* Visits from Yorkshire Bank as part of PSHE Money Matters work.
* Links with local businesses through the Mytholmroyd Station Partnership and our links through supporting Flood Recovery with the Flood Wardens.
* Working closely with our PTA and events such as Bingo, Christmas and Spring Fairs.
* Annual Calder Carnival – joint event with Calder High School.