

WINSTON HOUSE PREPARATORY KINDERGARTEN

SMSC POLICY

Spiritual, Moral, Social and Cultural

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INTRODUCTION

At Winston House Preparatory Kindergarten we (“the setting”) recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), 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
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures.

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.

The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children 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 children 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.

Children should understand the need for rules and the need to abide by rules for the good of everyone. setting and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children’s work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers’ planning and learning resources.

Setting assemblies play a key part in promoting SMSC throughout the Setting.

Support inclusion and contributes to reducing the need for exclusions providing staff and pupils with ways of managing and resolving conflicts.

AIMS OF SMSC

- To ensure that everyone connected with the setting is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the setting.
- To ensure that a child’s education is set within the context that is meaningful and appropriate to their age, aptitude and background.

- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

- To ensure the setting meets the legal requirements for a daily act of collective worship which is broadly Christian in character.

SETTING ASSEMBLIES/COLLECTIVE WORSHIP

A weekly assembly of children is in place.

Assemblies will:

- provide a daily act of collective worship
- develop a community spirit
- promote the setting's culture, values and expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate children's successes and achievements both in and out of setting
- share the setting curriculum with parents/carers
- share and celebrate world culture, religions and festivals
- promote racial harmony and respect for all
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Assemblies may be led by:

- Head
- EYFS senior teachers
- EYFS Staff
- classes of children
- identified groups of children
- invited visitors, e.g. police, charity workers, local Head.

Elements of these assemblies will include:

- Religious and moral themes
- Praise/moral songs
- Prayers/quiet reflective times.

A termly Parent Assembly is offered where children and their families can share information, successes and celebrations together.

LEARNING AND TEACHING

Spiritual Development – as a setting we aim to provide learning opportunities that will enable children 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 –we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching particularly that of Jesus
- 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 – we aim to promote opportunities that will enable children to:

- develop an understanding of their individual and group identity
- learn about service in the setting and wider community
- begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development – we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- develop an understanding of their social and cultural environment.

Further:

- We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; younger pupils were curious.
- The setting ensures that principles are actively promoted which–
- The setting enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- The setting enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

- The setting encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely;
- The setting enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- The setting encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- The setting encourages respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- The setting precludes the promotion of partisan political views in the teaching of any subject in the setting; and
- The setting will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
 - while they are in attendance at the setting,
 - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the setting, or
 - In the promotion at the setting, including through the distribution of promotional material, of extra-curricular activities taking place at the setting or elsewhere, they are offered a balance presentation of opposing views.

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education and Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

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, eg 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
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally eg empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- listen and talk 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
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and genres e.g. composer of the month
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures, e.g. festival days
- 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
- participation in traditional English dancing as well as dance from other cultures
- opportunities to make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made.

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our setting.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The setting supports the work of a variety of charities.
- The development of a strong home- setting 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 primary curriculum and effective transition, takes place regularly.

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and PSHE&C teaching and learning
- regular discussions at staff meetings
- audit of policies
- RE/PSHE&C development and, when relevant, inclusion in the SIP (setting improvement plan)
- collation of evidence of children's work/experience in a setting portfolio.

IMPLEMENTATION OF POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

APPENDIX A

DEFINITIONS

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy setting and show evident pride in their distinctive setting uniform. Attendance is good, as is pupils' behaviour. Pupils of all ages show good levels of consideration towards each other during lunchtimes when they all eat and play together. Children's behaviour is consistently good. The children play happily together and share resources well.

Through their positive attitudes and levels of application, pupils make a good contribution to the life of the setting. In weekly meetings, older pupils discuss issues about healthy lifestyles and they have produced

plans to improve the outdoor area with flowers and vegetables. Displays of different types of food in the setting dining area help pupils to consider healthy eating and a balanced diet. The setting actively encourages healthy lifestyles in their strong promotion of walking to setting and an award winning 'Travel to setting's banner is displayed across the entrance to the setting.

Pupils develop their spiritual understanding well. During rehearsals for the Easter production they are being encouraged to improve their performance through thoughtful and helpful evaluations provided by their peers. The setting has a multicultural intake and this helps pupils to develop a good understanding of other cultures. Assemblies include a wide range of themes of cultural celebrations which extend pupils' understanding beyond their own broad range of faiths and cultures. Visits to a Synagogue and Hindu Temple have assisted further within their understanding of different cultures.

Further:

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- The setting ensures that principles are actively promoted which–
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Culture of Britain:

The pupils have discussed the UN charter of human rights and the provision for children. These rights have been broadened to include rights of man. The Citizenship curriculum has been followed. Pupils discussed how Britain is made up of people from many countries, both now but also historically. They also studied Raiders and Settlers.

They made 3D models of the London Fire.

The religious tolerance has been discussed with assemblies on sikh and Islamic headwear. One pupil wore a turban and younger pupils were curious. They have studied the main religions and visited a Hindu temple and Synagogue. They also attended a church service at St Mary's Church.

Democracy has been studied and topics as on the citizenship curriculum.

Buildings of Britain:

Pupils have visited every museum in London and other buildings have been identified en-route. The British, History, Science, London and Maritime museums. They have studied St Pauls Cathedral in the topic of the Great Fire and Stone Henge.

In History they have discussed the fabric of the buildings from Stone Age structures to Tudor use of dried dung.