



## Forefield Community Infant & Nursery School

### Spiritual, Moral, Social and Cultural Policy

At Forefield our curriculum promotes curiosity and a love of learning that allows us to learn and grow together. It is ambitious and empowers our children to become independent and resilient. We strive for excellence and want our children to have high aspirations. We want children to leave understanding that we learn and grow together and whatever they 'ASPIRE' (appreciation, safety, perseverance, inspirational, relationships, excellence) for they can achieve.

We want our children to remember the messages of SMSC lessons in our school, to cherish these memories and embrace the opportunities they are presented with. Our SMSC curriculum has been carefully crafted so that our children develop their Social, Moral, Spiritual and Cultural capital. We achieve this by carefully mapping out weekly whole-school themes to be explored and celebrated and that support our five ways to wellbeing. These are underpinned by our ASPIRE core values. Each half-term is designated to a core value – with weekly themes relating to that over-arching core theme.

Each week starts with an introductory assembly, introducing the children to a different key theme. This theme is then explored in greater depth in class. For children in the EYFS this is explored with their teacher in their classrooms.

Our children are encouraged to celebrate national theme days e.g. internet safety day, national stress awareness day etc. We use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have.

#### **What is spiritual, moral, social and cultural education?**

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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
- willingness to reflect on their experiences

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues.
- Able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children is shown by 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
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values (see the British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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 socio-economic groups in the local, national and global communities

Through a carefully planned and ambitious curriculum, teachers plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs which supports and promotes children Social, Emotional and Mental Health and Wellbeing. A vast majority will be delivered through cross-curricular activities as well as specific subjects e.g. PSHE, RE and Circle Time activities and through the School's ethos.

To encourage the development of spiritual, moral, social and cultural opportunities that children access out of school we have developed an 'Activity Passport'. This is a portrait of how we want every child to achieve in terms of academic, spiritual, moral, social and cultural and emotional development and supports children's mental health and wellbeing by suggesting activities that children and families can do together.

### **How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school**

**Spiritual Development Provision is evidenced through:**

- Assemblies
- Collective Worship- different theme each week e.g. Our peaceful world, Thankfulness, Wonders of the Universe
- Opportunities for quiet reflection
- Outdoor education

- Whole school Values which are displayed clearly around the school and are part of our everyday.
- Half Termly PSHE themes- e.g. Changes/ Transition
- RE curriculum plans, include a multi-faith approach based upon the Sefton Religious Education syllabus document.
- Visiting places of worship e.g. synagogue Year 2
- Whole school assemblies – linked to collective worship themes
- Celebrations of values- e.g. kindness awards etc.
- Outdoor learning
- Forest School activities
- Harvest, Christmas and Easter celebrations
- Visits from faith groups
- Time to reflect upon learning and experiences
- Planned opportunities for spiritual development in all subjects can be seen across the school.
- International school links linked to International Schools Award

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

**Moral Development Provision is evidenced through:**

- School behaviour Policy and Code of Conduct (Golden Rules)
- Class Dojo system
- Collective worship themes e.g. Actions Speak louder than words, Rights of the child, Democracy
- Global/ National and Local issues e.g. Rimrose Valley road
- Religious Education curriculum
- Pupil Voice/ School Council
- Taking part in Charitable projects e.g. Water Aid, Adopt an animal
- Regular reviews of Behaviour
- Celebration of children achieving (class dojo/ growth mindset/ attendance etc.)
- Anti-bullying activities

- E-Safety teaching/ cadets
- Whole school Assemblies and the explicit discussion of school values,
- Circle times
- Child participation in a range of pupil groups: School Council, PE ambassadors, Year 2 Monitors, Forest School
- Charity appeals

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Reflection opportunities through Reflection Time
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

**Social Development Provision is evidence through**

- PSHE Curriculum
- Working together in teams
- Pupil Voice
- Collective worship themes e.g. Friendship, thankfulness
- Extra-curricular activities- After School Clubs, Lunchtime clubs
- The Arts Curriculum

- Outdoor Education
- PE curriculum
- Implementation of Family Links- family fun days, parent helpers, stay and play, parent workshops
- Through class circle times
- Pupil Groups including: School Council, E-cadets, PE Ambassadors
- Educational visits
- Wow days e.g. Explorer Day, We are heroes
- Afterschool clubs including: Spanish, football, mindfulness, singing club
- Participation in Music and Dance events: Wally Cain Dance Festival
- Transition visits: Home visits, Nursery children to Reception, Year 2 children to Forefield Junior School and use of Class Buddies from (Year 4 and Year 2)
- Participation in Charity support: Water Aid, Children in Need, Anti bullying week etc.
- Participation in Sporting events e.g. multi-skills, football
- Inter and Intra sports competitions throughout the year
- Forest School
- Friday Friends

At Forefield Infant Community and Nursery School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts demonstrating appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment as reflected in the Golden Rules
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs

- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Exercise responsibility e.g. School Monitors, School Council, Special Person etc

**Cultural Development Provision is evidenced through:**

- School Visits e.g. synagogue visit
- Collective worship themes e.g. Our friends in China, Our Wonderful World, Equality and Inspirational People
- Participation in the Arts
- Arts Curriculum
- Modern foreign languages e.g. Spanish
- School visits to museums, galleries, concerts, theatre visits
- Opportunities to take part in school productions /Performances
- Singing and Music teaching for year 2
- Opportunities for individual instrumental lessons through Musical Minds
- Visits from people of different cultures
- Afterschool Spanish Club
- Sports Day
- Learning about the slave trade and how that shaped the city of Liverpool- looking at where we live.
- Democracy- e.g. Parliament Week, Voting for School Council etc.

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

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