

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

SMSC Statement

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 school teaching 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

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities, such as Values led assemblies, as well as specific PSHE, RE and Circle Time activities.

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

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum History curriculum Values Led Assemblies Opportunities for quiet reflection Outdoor education Whole school Ethos and Prayer Class Visits Drama, dance and music sessions School Council Eco Team (The Green Team) Pupil Forum Pupil Monitor Roles Talk Partners	RE curriculum plans, include a multi-faith approach based upon the Worcestershire RE document. Visiting places of worship such as the local church and the Jewish Synagogue Whole school assemblies daily and celebration of star person of the week. Half termly celebration of values assembly for the whole school community Outdoor learning – using school site, pond and local farm visits Forest School activities – visiting Dodford Holiday Farm, mud kitchen, building dens Residential visit – Malvern 3 day trip for Year 4 Pupil Voice – children's views and opinions valued Harvest, Christmas and Easter celebrations in school and at the local church Carol Singing at local care homes Nurture groups, especially at transition periods Visits from faith groups Time to reflect upon learning and experiences and ask questions

Planned opportunities for spiritual development in all subjects can be seen across the school. 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	How it is evidenced
School Behaviour Policy, Class Rules, Class Charter, Give Me Five and zone board in every classroom	Regular reviews of Behaviour by staff through Learning Walks and by children through Pupil Forum
School Prayer on display	Nurture groups Celebration of children achieving the Gold zone in class
Playground Manners and Lunchtime Manners Boards developed with the children and displayed	Anti-bullying activities during focus week E-Safety teaching and E-Safety Focus Day
Religious Education, PSHE, English curriculum provide opportunities to develop moral concepts and values	Whole school Assemblies and the explicit discussion of school values, value of the week communicated to parents and carers through newsletter
Pupil Voice – School Council, Eco Team and Pupil Forum	Class stickers, zone board, silver and gold stickers, Headteacher's stickers Half termly school Values certificates to children in achievement assembly Star pupil awarded each week in each year group
Taking part in Charitable fundraising	Circle times and class councils
Rewarding expressions of moral insight and good behaviour	Child participation in a range of pupil groups: School Council, Eco Committee, Pupil Monitor roles and Pupil Forum
Good role modelling by staff within the school	Charity appeals throughout the year Singing at Nursing home and local garden centre School and Home Agreement Visits from fire service, police, PDSA, wildlife trust.

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
- 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	How it is evidenced
Fostering a sense of community through PTA fundraisers, family events in school PSHE and RE Curriculum to celebrate other faiths, beliefs and points of view Working together in teams School Council Eco Team Pupil Voice Extra-curricular activities which are across the year groups The Arts Curriculum – whole school arts week, Artist in Residence, visiting artists, Portal to history days, drumming and dance workshops Outdoor Education PE curriculum Whole School Assemblies – values led Play and lunchtimes spent as a whole school G and T Workshops for Year 4 children Sporting tournaments and events across the county School House Day Nursery Stay and Play Sessions Transition Days Residential visit for Year 4 with children from other local schools Engaging parents in school – workshops, family picnic, Achievement assemblies, charity fundraisers and Stay and Play sessions Working together to put on performances – Harvest, Christmas and Easter and use the local church and village hall	PTA events such as fete, discos, family sponsored walk Pupil Groups including: School Council, Eco Team, Pupil Forum meeting minutes Residential visit in year 4 Afterschool clubs including: French, football, Minisports, choir, film club, dance and cheerleading African Drumming for the whole school Participation in Music events: Young Voices Transition visits to other schools Photographic evidence of focus days and weeks Participation in Charity support: Children in Need, Red Nose Day, MacMillan, Save the Children Participation in Awareness weeks such as Anti-Bullying, E-Safety and Road Safety Participation in Sporting events in school and at other schools School sports competitions Forest School – photographic evidence Photographic evidence of parents in school, notes on workshops led in school and Parent Comments Book Parent Questionnaire feedback

At Dodford First 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 by 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 maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

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, and school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, and 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

Cultural Development	
Provision	How it is evidenced
School Visits to Jewish Synagogue, Dodford Church School visits linked to topics Whole school Xmas visit – BFG at The Birmingham Rep Participation in the Arts – Artist in residence, performers coming into school such as the Bhangra dancing and African Drumming Workshop Arts Curriculum – art and music from other cultures MFL – taught in KS2 and two French extra-curricular clubs Links to a Gambian School Assemblies and work within the curriculum on significant events such as Chinese New Year,	School visits to museums, galleries, concerts, theatre visits evidenced in planning and display work Year 4 Artist In Residence 2 day workshop Visiting workshops - photographs Opportunities to take part in school productions /performances Singing teaching for year 3 and FS Visits from people of different cultures MFL teaching Sports Day Use of technology to research topics and learn about different cultural backgrounds Assembly records Whole school displays around school Drama club

Black History Month History Curriculum – significant events such as Remembrance Day	Choir club Singing at the local church at Harvest and Christmas Young Voices at the LG Arena
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Cultural Development

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