



**Tornedale Infant School**

**Spiritual, Moral, Social and Cultural Policy**

<b>Date policy ratified:</b>			
<b>Date for next review:</b>			
<b>Signed by Chair of Governors:</b>			
<b>Signed by Headteacher:</b>			

At Tornedale Infant School we recognise that the personal development of our pupils plays a significant part in their ability to learn and achieve their full potential. Therefore the Spiritual, Moral, Social and Cultural (SMSC) enrichment of all of our pupils is at the heart of our school ethos. SMSC supports, expresses and reinforces the aims and values at Tornedale Infant School, valuing all children and staff equally. We are highly committed to SMSC education and ensure that it is embedded into our curriculum and all aspects of school life.

**Ofsted Definitions of SMSC – (Ofsted School Inspection Handbook September 2014)  
Defining spiritual, moral, social and cultural development;**

**The spiritual development of pupils is shown by their:**

- 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.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

**Our School Definition of Spiritual development:**

“At Tortedale Infant School we are thoughtful and reflective about our own ideas and the ideas and beliefs of others. We are full of wonder and curiosity about the world around us. Staff and pupils alike strive to develop an environment in which mutual respect is fostered.” Here at Tortedale Infants in order to develop the spiritual dimension of the curriculum across all subjects we use the following activities;

- Reflective assessment used in most lessons, and talk partners.
- Daily collective worship, prayers and singing reflecting British values.
- Supporting charities with fundraising days – Children in Need, Red Nose Day, Sport Relief, Christmas Shoe Box Appeal.
- Supporting children to develop a growth mind-set and resilience by encouraging children to grow and learn from their mistakes and persevere with new challenges.
- Establishing Health and well-being through the ‘STARS Active Travel Award’.
- Responding to big questions about life raised by both the children and the teachers.
- Creating time and space for deep reflection and the development of inner peace through mindfulness practice, such as ‘calm time’ during Jigsaw.
- Using music for reflection, both listening to and creating.
- Reflecting on the outstanding natural beauty in our world and using the outside environment whenever possible across all areas of learning.
- Creating opportunities for children to experience awe and wonder.
- Weekly RE lessons.
- Question discussions at the start of each topic/what they want to learn about.
- Church visits/Christmas/Harvest.
- Visitors.
- Using Circle time as a tool for developing children’s social relationships and self-esteem.
- Focus weeks and days such as Multi-Cultural Week, Maths Week, World Book Day.
- Themed days with special assemblies - Harvest/Christmas/Remembrance Day/Chinese New Year.

**The Moral development of pupils is shown by their:**

- 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.
- Understanding of the consequences of their behaviour and actions.

- 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.

### **Our School Definition of Moral development:**

“At Tortedale Infant School we are learning about the difference between right and wrong. We are respectful of what other people think and we understand that our actions have consequences. We provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.”

Here at Tortedale Infants in order to develop the moral dimension of the curriculum across all subjects we use the following activities;

- School behaviour policy.
- Certificates for independence, communication and team work.
- Rocket system used in classrooms to reward good choices/behaviour or consequences for poor choices.
- Dojos used in classrooms as a reward system.  
Rules agreed by each class at the beginning of the year and displayed and referred to throughout the year.
- Achievement assembly.
- Special table every Friday at lunchtime.
- Taking responsibility for themselves.
- Understanding consequences/being part of a society.
- School council.
- Circle times/Jigsaw lessons.
- Kindness tree in library.

### **The social development of pupils 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 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.

**Our School Definition of Social development:**

“At Tortedale Infant School we are learning how to communicate appropriately to different people in different places. We are fostering a sense of community, with common, inclusive values which ensure that everyone can flourish.”

Here at Tortedale Infant School in order to develop the social dimension of the curriculum across all subjects we use the following activities;

- School productions/leavers assemblies/Harvest Festival.
- Use of talk partners.
- Clubs and before and after school club.
- Monitors in class.
- School council.
- Use of conflict resolution scripts designed to support children to become more independent when solving their friendship difficulties.
- Achievement certificates to encourage communication and team work.
- Regular circle times/Jigsaw lessons.
- Transition sessions from nursery setting and to the Junior school.
- Sports Day.
- Community events – Christmas Fayre, Christmas Crafts, Cake Sales, Easter Hat Parade, Garden parties.
- Open evenings to show children’s work.
- Parent workshops.
- Visiting guests.
- Social skills/communication group for children with additional needs.
- Lego therapy group (language intervention).

**The cultural development of pupils is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept,

respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

**Our School Definition of Cultural development:**

“At Tortedale Infant School we enjoy learning about people who live near us and far away in Britain and the World.”

Here at Tortedale Infant School in order to develop the cultural dimension of the curriculum across all subjects we use the following activities;

- Liaise with a school in Jamaica.
- Discussions about key events in the media/news.
- Multicultural Week.
- Celebrating individual's culture.
- Recognising and respecting celebrations from other cultures.
- School trips.
- Remembrance Day.
- Learning about music and artwork from other cultures.
- Answering the register in a variety of different languages.
- Links with the EAL service and use of their library borrowing service so as to provide children with multicultural and dual language story books.
- EAL register and development in language of EAL pupils monitored.
- African drumming workshops/Visits from people from other cultures.
- Chinese new year/Diwali/Eid.

See attached sheet for Tortedale Infant School's commitment to British Values.