

Care, inspire and excel



Dartmouth Academy Spiritual, Moral, Social, Cultural (SMSC) POLICY

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by all stakeholders within Dartmouth Academy. It underpins everything we do from the day to day organisation to the curriculum taught. SMSC is delivered through all subjects of the curriculum, it supports all areas of learning and contributes to our children's motivation to learn. In addition we recognise that the development of SMSC will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. We believe that our SMSC development contributes towards the individual's appreciation of life's experiences and their relationships with other in communities around us.

Our Ethos

At the heart of Dartmouth Academy is our ethos, we embrace collaborative working at all levels. Significantly, we promote 'Care Inspire, Excel'. The values and attitudes promoted by the staff influence the behaviour and attitudes within the Academy. The quality of relationships and the atmosphere within the Academy reflect an appreciation of shared respect and values.

Through classroom discussions we will give the children opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events
- 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 e.g. 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 as a result of physical and learning difficulties
- Agree and disagree
- Experiencing 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 within the school community
- Taking responsibility e.g. pupil voice group, school council, prefects, class monitors, delivering messages and looking after younger children or peers
- Encouraging teamwork in PE and games
- Showing appreciation of the performances of other children regardless of ability
- Hearing music from different cultures and genres
- Meeting people from different cultures and countries
- Participation 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, the patron saints and national celebrations
- Studying literature and art from different culture
- Participation in traditional and cultural dances

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- Opportunities to evaluate food from other countries
- Opportunities in music to learn songs from different cultures

Links with the wider community

- Visitors are welcomed into our school
- Links with local churches are fostered
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- The school will support the work of a variety of charities
- The development of a strong home-school 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

Monitoring and evaluation

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

- Monitoring of teaching and learning and work scrutiny by SLT
- Regular discussions at senior management and staff meetings
- Review of policies and medium term plans including the school's approach to collective worship

Spiritual Development

- Sustain self-esteem in learning experiences
- Develop capacity for critical and independent thought
- Foster emotional life and express feelings
- Experience moments of stillness and reflection
- Discuss 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
- Value others' spiritual beliefs

Moral Development

- 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
- Understand the consequences of actions

Social Development

- Develop an understanding of individual and group identity
- Helping others in the school and wider community
- Understand how individuals relate to each other
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups
- Have the ability to exercise responsibility and with initiative
- Being able to participate cooperatively and productively in the school and wider communities
- Knowing how societies function and are organised
- Understand how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker

Cultural Development

- Recognise the value and richness of cultural diversity in Britain

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- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Have an understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognise and respect for the rights of others to exercise a cultural influence
- Learn about the key features of major cultural groups within society
- Develop and strengthening the cultural interests of pupils
- Expose pupils to a breadth of stimuli in order to allow them to develop new interests
- Understand the diversity of culture in society

The provision for SMSC is monitored and reviewed on an annual basis

Reviewed academic year 2015/2016

Signed.....

Chair of Governors