

## **POWNALL GREEN PRIMARY SCHOOL**

*Love learning, love life!*

### **Social, Moral, Spiritual and Cultural (SMSC) Education**

At Pownall Green Primary school we promote pupils' spiritual, moral, social and cultural development through everything we say and everything we do. Our school values and ethos, the relationships between all those in our community underpin the development of children's SMSC.

A significant contribution to develop pupils' SMSC is through our Personal, Learning and Thinking Skills (PLTS) Framework that we infuse throughout all National Curriculum subjects and deliver through Choice, Challenge and Collaboration.

In addition, there are explicit opportunities to promote pupils' SMSC development through religious education, personal, social and health education (PSHE), citizenship, collective worship and other curriculum activities.

### **At Pownall Green we foster pupils' social development by:**

- identifying our golden values 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 corporate experiences – for example, through assemblies, team 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, inter-dependence, self-respect
- providing a safe forum to understand and debate social issues
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility

### **Our children show their social development by:**

- adjusting to a range of social contexts by appropriate and sensitive behaviour
- relating well to other people's social skills and personal qualities
- working, successfully, as a member of a group or team
- sharing views and opinions with others, and working towards consensus
- resolving conflict
- showing respect to people, living things, property and the environment
- benefiting from advice offered by those in authority or counselling roles
- exercising responsibility
- appreciating the rights and responsibilities of individuals within the wider social setting
- participating in activities relevant to the community

### **At Pownall Green we encourage pupils' 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 practise moral decision-making
- rewarding expressions of moral insights and good behaviour
- modelling through the quality of relationships and interactions, the principles which we promote: fairness, integrity, respect for persons, pupils' welfare, respect for the minority interest, resolution of conflict, keeping promises and contracts
- 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 the curriculum, assemblies and acts of worship
- reinforcing the school's values through classroom displays

### **Our children show they are morally aware through:**

- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to link through the consequences of their own and others' actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemma
- a commitment to personal values in areas which are considered right by some and wrong by others
- being considerate
- a respect for others' needs, interests and feeling, as well as their own
- a desire to explore their own and others' views
- an understanding of the need to review and re-assess their values, codes and principles in the light of experience

### **At Pownall Green we encourage pupils' spiritual development by:**

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- encouraging pupils to explore and develop what animates themselves and others
- giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which:
  - Value pupils' questions and give them space for their own thoughts ideas and concerns
  - Enable pupils to make connections between aspects of their learning
  - Encourage pupils to relate their learning to a wider frame of reference, for example, asking 'why' and 'where' as well as 'what'

### **Our children show they are developing spiritually through:**

- a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others
- a sense of empathy with others, concerns and compassion
- an ability to show courage in defence of their beliefs

- a readiness to challenge all that would constrain the human spirit, for, example, poverty of aspiration, lack of self-confidence and belief, moral neutrality of indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self—interest, sexism, racism and other forms of discrimination
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity
- a respect for insight as well as knowledge and reason
- an expressive and/or creative ability
- an ability to think in terms of the ‘whole’ – for example, concepts such as harmony, interdependence, scale, perspective; and an understanding of feelings and emotions and their likely impact

**At Pownall Green we promote children’s cultural development through:**

- learning about a wide range of cultural traditions and influences
- celebrating the range of different cultures within school and further afield
- regular visitors to school from a wide range of cultures
- a strong Religious Education and PSHE curriculum
- assemblies, enrichment weeks and theme weeks focusing on cultural diversity

**Our children show their cultural development through 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
- 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
- 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