



Delamere School SMSC Policy

Overview

Delamere School is a primary school for children with moderate, severe, profound and multiple learning difficulties and also children with Autism. Spiritual, Moral, Social and Cultural education is an essential part of the Delamere curriculum. It is delivered daily, through a variety of practical and purposeful contexts. All our pupils are unique and it is recognised that teaching must be appropriate to each individual pupil's ability and relevant and applicable to their lives.

Spiritual, Moral, Social and Cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Delamere School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school mission statement and vision.

Mission Statement:

“Together we make a difference...”

This policy should be read in conjunction with other relevant school policies: Teaching and Learning policy and Assessment and Recording Policy.

Intent

At Delamere School we will....

- Celebrate and value individuality
- Prioritise the development of children's communication skills and respect what they communicate.
- Provide an environment in which each child can develop skills at their own pace and yet still achieve their full potential.
- Maintain high expectations of learning within each child's capability.
- Discover each child's interests and provide activities which will motivate them to learn independently.
- Work as a multi-professional team in order to meet the specific needs of all pupils.
- Create a stimulating learning environment in an atmosphere which is secure and positive.
- Use aspects of the Early Years Foundation Stage and National Curriculum where appropriate, whilst ensuring our curriculum is tailored to the individual.
- Establish excellent home/school relationships.
- Promote the active involvement of parents, governors and the wider community in all aspects of school.
- Encourage social inclusion by involving ourselves in the wider community.
- Support and enable the continuous learning journey for all.

At Delamere School we share, support and strive to achieve the Ofsted (October 2017) pupil aims for SMSC:

To be spiritual:

- Gain an 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.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Develop use of imagination and creativity in their learning.
- Have a willingness to reflect on their experiences.

To be moral:

- Develop an 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.
- Gain an understanding of the consequences of their behaviour and actions.
- Become interested 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.

To be social:

- 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.

To be cultural:

- Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Develop an 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.
- Gain 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.

Implementation

SMSC in the Early Years

Spiritual Development

In the EYFS we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their 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.

Moral Development

In the EYFS we aim to provide learning opportunities that will enable pupils to:

- 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.

Social Development

In the EYFS we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development

In the EYFS we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation within the EYFS

Development in SMSC will take place across all areas of learning, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Group discussions and circle time will give pupils opportunities to:

- Share personal experiences and feelings – via emails to parents, observation systems, social media and the school website.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviours.
- Show empathy.
- Develop self-esteem and a respect for others.

- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Provide opportunities to:

- Listen and talk to each other, using their own preferred method of communication
- Learn an awareness of treating all as equals, and accepting people who are different
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community in EYFS

- Visitors are welcomed into EYFS.
- Links with the Church and other Places of Worship are fostered.
- The development of a strong home-school link is regarded as very important, enabling parents/carers and staff to work in an effective partnership to support the child.
- Children will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Cultural capital offer is provided for all EYFS pupils.

How the curriculum contributes to SMSC in Key Stage 1 and 2

The Contribution of English

English contributes to our children's SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping children to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Using lesson activities such as discussion and explore dilemmas and moral stories.

The Contribution of Mathematics

Mathematics contributes to our SMSC development through:

- Spiritual development: through helping children obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping children work together productively on mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping children appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our children's SMSC development through:

- Encouraging children to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Computing

Computing and ICT contributes to our children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of Humanities, including R.E.

Humanities, including R.E. contributes to our children's SMSC development by:

- Looking at the creation and evolution of British society.
- Enabling children to reflect on issues such as war, conquest, invasion, slavery etc.
- Showing an awareness of the moral implications of the actions of historical figures.
- Providing opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflecting on the fair distribution of the earth's resources and issues surrounding climate change.
- Studying people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.
- Developing an interest and appreciation of the local environment, and a sense of responsibility to it, through our Forest School activities.
- Learning about beliefs, values and the concept of spirituality.
- Reflecting on the significance of religious teaching in their own lives.
- Developing a respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fostering an appreciation and understanding of different cultures, religions and traditions. This includes links with local places of worship.
- Collective worship allows time for personal reflection and prayer.

The Contribution of Art

Art contributes to our children's SMSC development through:

- Art lessons develop children' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving children the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme.
- Engaging with artists who visit the school.

The Contribution of Design and Technology

Design and Technology makes a contribution to children's SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

The Contribution of Music

Music contributes to our children's SMSC development through:

- Encouraging children to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Looking at the way music can change moods and behaviour.
- Engaging with musicians who visit the school.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual sessions with specialist peripatetic teachers.
- Listening to music together and celebrating.

The Contribution of Physical Education

Children's SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Taking part in swimming, basketball and team events with other schools.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- School Council meetings
- Rights Respecting School
- Assemblies which have a Spiritual, Moral, Social or Cultural theme.
- After School Clubs
- Taking part in charity work e.g. Children in Need
- Taking part in national initiatives to raise awareness, such as Anti Bullying Week
- Links with other schools
- Links with local businesses – art work displayed in the local supermarket.
- School productions – seasonal concerts at the local Church.
- Visitors into school – sports coaches, peripatetic teachers, musicians, artists.
- The development of strong home-school links is regarded as very important, enabling parents and staff to work in an effective partnership to support pupils.

Rights Respecting School

Delamere School aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards the Gold Award as a 'Rights Respecting School', an award given to schools on behalf of Unicef UK.

Unicef is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

At Delamere School pupils will learn about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships.

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills through exposure to a rich curriculum and planned cultural experiences.

This knowledge then becomes one of the key ingredients our pupils can draw upon to be successful members of society.

It helps children achieve their goals whatever their starting point.

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work. We believe that for pupils to be able to appreciate and understand other cultures, they first need to feel confident in their own cultural identity first.

At Delamere School, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing success.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences throughout their time at Delamere. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.

At Delamere we don't view cultural capital as a separate subject but view it as something that flows through our curriculum and is part of everything we do. We are aware that some of our children have only limited exposure to experiences in their early years. We address this through dialogue with parents and provide experiences that will extend and develop their cultural capital.

Resources

Within Delamere School educational resources are purchased to reflect the varied cultural backgrounds of our pupil group. For example, classes may use a range of multi-cultural dolls in play and learning, explore a range of foods from a range of cultures within sensory play or cooking sessions; as well as accessing dressing up activities and a varied range of art and music activities that incorporate themes from different cultures.

Parental Involvement

Parents are kept informed of their child's progress in a variety of ways; through face to face contact, e-mail, coffee mornings, parent's evenings, open afternoons and Annual Review and EHC Plan meetings. For parents with children in EYFS, observations added by staff can be seen via an online learning diary.

Parents are encouraged to share their child's learning and activities with staff through emails and homework is sent home regularly, where appropriate, via an online system that can be accessed at home in a range of ways.

Copies of termly timetables, highlighting opportunities offered on a weekly basis, are also made available to parents. Parents are invited to contribute towards target setting and assessments of progress by sharing information from home. Information is also shared on the school website. Delamere have a Parent Council which meets every half term and consults on all aspects of school development. Parents are also signposted to our school website and social media profiles which are regularly updated.

Parents are encouraged to attend events at school and support in the delivery of activities, such as reading to groups during Literacy Week, or sharing some songs and foods from their cultures with classes.

Equal Opportunities

Delamere has a policy of equal opportunities for all its pupils, irrespective of race, gender or disability. We ensure that teaching methods and materials are inclusive and reflect a range of cultural backgrounds. We provide activities and opportunities that are motivating and stimulating to children of different genders and abilities.

Evidence for Learning

Evidence for learning is collated through;

- Bsqared Assessment software
- Evisense
- Class Floor books
- End of Year reports

Impact

All children and their families will feel a valued part of our school community

All children will feel that they are a valued member of our wider community

All children will be able to communicate their thoughts and feelings at their personal communication level.

All children will feel confident that they can achieve to their full potential, and feel that they are personally challenged to develop their skills.

All children will feel motivated to learn and develop.

All children will know the adults that they are working with, and others across the wider school who they can trust

All children will feel that school is a safe place, where they are encouraged to make mistakes, learn from them and develop

Policy reviewed by Kerry Mitchell

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