



Spiritual, Moral, Social and Cultural (SMSC) Policy

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 British Values Policy) 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 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
<ol style="list-style-type: none"> 1. Religious Education curriculum. 2. Assemblies. 3. Whole school weekly singing session. 4. Opportunities for quiet reflection. 5. Outdoor education. 6. Whole School Values based on BLP tools. 	<ol style="list-style-type: none"> 1. RE curriculum plans, include a multi-faith approach based upon the Southwark SACRE document. 2. Visiting places of worship. 3. Whole school assemblies. 4. Outdoor learning. 5. e.g. pond area and Sydenham Woods. 6. Residential visits. 7. Eid, Harvest, Sukkot, Diwali, Christmas, Chinese New Year and Easter celebrations. 8. Visits from faith groups e.g. Jehovah Witnesses. 9. Time to reflect upon learning and experiences. 10. Black history celebrated throughout the year through artefacts, fabrics, cinema visits, focus on key figures that are relevant in key topics.

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
<ol style="list-style-type: none"> 1. School Behaviour Policy and Code of Conduct. 2. Religious Education curriculum. 3. Pupil Voice. 4. Philosophy for Children. 5. Taking part in Charitable projects. 6. Peer Massage. 7. Green Room. 8. Explicit SRE lessons. 9. PSHE including age appropriate teaching around drugs / knife and gang crime. 10. SRE. 11. Working closely with Community Police / Road Safety Officer. 12. Eco School values. 13. TFI Citizenship Training 14. Partnership with Mayor's Fund to promote community participation. 15. Installation of Solar panels from fundraising and joint work with Friends of the Earth. 	<ol style="list-style-type: none"> 1. Behaviour logs, monitoring of Blue Room, use of reflection sheets. 2. Celebration of children achieving individual house points, acorn awards, golden book and star pupil certificate. 3. Anti-bullying activities, circle times, bully box. 4. E-Safety teaching. 5. Whole school Assemblies and the explicit discussion of school values and how to use BLP tools. 6. School Council. 7. Charity appeals e.g. Give Hunger the Boot, Farm Africa, Kick Ebola Out, War Child Red Nose Day, Macmillan, Save the Children. 8. Supporting local refugee centre. 9. Road safety week assembly/class activities. 10. Carol singing for pensioners at Christmas. 11. Focus on Fair Trade. 12. Recycling across school, saving energy, solar panels competition.

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
1. PSHE Curriculum 2. Zippy's Friends (EYFS) 3. Working together in teams, House System, lunch time provision 4. Pupil Voice 5. Extra curricular activities 6. The Arts Curriculum 7. Outdoor Education 8. PE curriculum 9. Cross phase working 10. Fruity Friday 11. Friends of Dulwich Wood 12. Sports Partnership – Play Leaders project	1. Circle times 2. Structured play activities at morning and lunch time breaks 3. Pupil voice / School Council and links with designated year groups 4. Residential visits in Y6 5. Educational visits and whole school trips e.g the whole school looked at the Lighthouse Keeper book series and then visited Minnis Bay. Whole School trip to Hampton Court on a Steam boat. 6. Afterschool clubs including: Spanish, football, multi-sports, cross-country, tag rugby, taekwondo, gym, street dance, steel pans, percussion and singing 7. Participation in charity support (see above) 8. Participation in sporting events 9. Inter house competitions e.g. conker completion, poetry competition, virtual Wimbledon, times tables... 10. Events / activities run by the Parents / Carers' Association e.g. school fairs, gardening working parties, Fruity Friday, coffee mornings, bake sales

At Dulwich Wood Primary 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, school productions.
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, 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
<ol style="list-style-type: none"> 1. School Visits 2. Participation in the Arts 3. Arts Curriculum 4. MFL 5. British Values 6. Traditional Events 7. Bilingual resources/displays/labels 8. Celebration of pupils cultural heritage and religion in each class 	<ol style="list-style-type: none"> 1. School visits to museums, galleries, concerts, theatre visits. 2. Meeting authors. 3. After school clubs e.g. street dance, steel pans, percussion / African drumming. 4. Opportunities to take part in school productions / Performances e.g KS2 Christmas Smorgasbord at St Stephen's Church. 5. Singing teaching for whole school (Southwark Music Services) 6. Ukulele for Y3 / 4. 7. Traditional Country dancing Y6. 8. Visits from people of different cultures and visits to a range of different places of worship. 9. MFL teaching – Spanish. 10. Afterschool Spanish Club. 11. Sports Day. 12. British Values displays and links to school values / BLP. 13. Key traditional events e.g. conker competition, Guy Fawkes, Remembrance Day assemblies 14. Visits to House of Parliament, Buckingham Palace, Trafalgar Square. 15. Displays of different religious festivals that show case pupils learning about different and their own culture. 16. Whole school learnt National Anthem. 17. Opportunities to vote and learn about democracy e.g held our own school Brexit referendum, on line voting to name Emu's friend. 18. Activities specifically linked to Black History Month

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.