

MOUNT PLEASANT PRIMARY SCHOOL

SMSC POLICY

2013

(Social, Moral, Spiritual and Cultural Policy)

Agreed by Governing Body: July 2017

Review Date: July 2019

between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.”

(Promoting and evaluating pupils' spiritual, moral, social and cultural development – HMI 2125 March 2004)

Spiritual Development

Ofsted describe this to be:

- Having beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for other people's feelings and values.
- Having a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- The use of imagination and creativity in their learning.
- A willingness to reflect on their experiences.

At Mount Pleasant, we interpret this to be:

love fascination integrity values
interdependence religious non-religious beauty
feelings imagination empathy happy persistence
beliefs self-confidence explore respect order
safe and secure grow wonder creativity
enjoyment harmony emotions truth insight
reason awe rewards stunning engaging

Moral Development

Ofsted describe this to be:

- The ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives.
- Understanding the consequences of their actions.
- An interest in investigating, and offering reasoned views about moral and ethical issues.

At Mount Pleasant, we interpret this to be:

Judgement welfare justice right and wrong
promises conflict truth moral-virtue integrity
discrimination contracts interests views
community-values cultures dilemmas feelings
consequences fairness moral-code respect
resolution ethical-issues environment knowledge
relationships role-models race care

Social Development

Ofsted describe this to be:

- The ability to use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- A willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.
- Having an interest in, and understanding of, the way communities and societies function at a variety of levels.

At Mount Pleasant, we interpret this to be:

Conflict skills authority social-skills counselling
self-respect rights socialising honesty advice
nationality families property communities team
interdependence democracy societies contexts
debate inclusive responsibilities behaviours
values thoughtfulness leadership reflection
sensitivity ambitious

Cultural Development

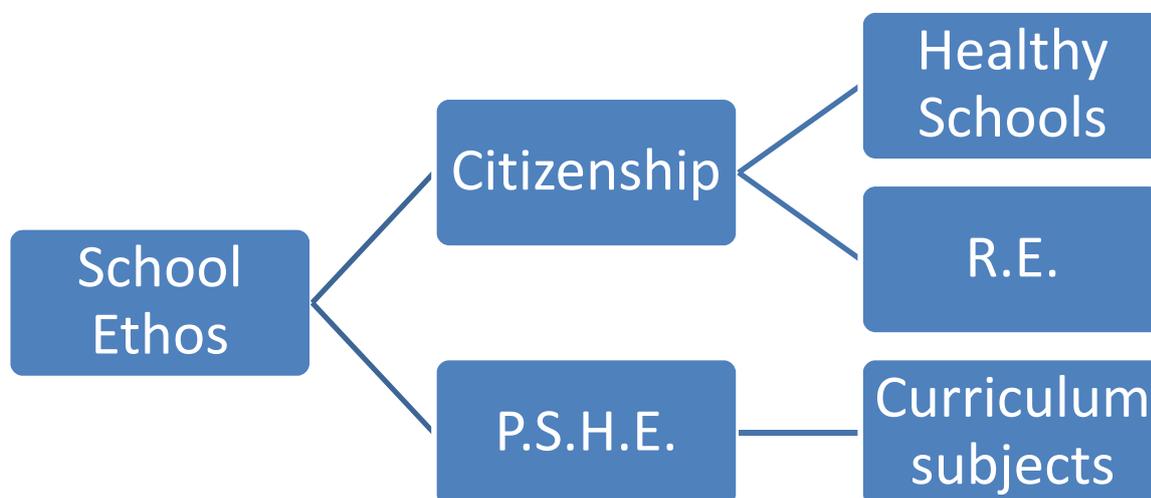
Ofsted describe this to be:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- A willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- An interest in exploring and having an 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.

At Mount Pleasant, we interpret this to be:

Talents partnerships encounters artistic
traditions drama heritage arts sports literature
technological influences nature enrichment
concerts musical museums scientific national
equality foreign exchanges galleries diversity
experience attitudes global dignity local
creative community visitors

SMSC Provision



School Ethos includes:

- Mission Statement 'Believe it Achieve it'
- Codes of conduct, school rules and expectations of behaviour in and outside the classroom
- Pupil voice and school council
- Community involvement (involving parents and wider networking with members of the local and wider community)
- Awards and merits
- Leadership and Management
- SMSC Policy

Citizenship includes:

- Responsibilities and representation
- Diversity of our school community, local and wider communities
- Critical thinking and enquiry
- Taking informed and responsible action

PSHE includes:

- Critical reflection, discussion and debate
- Decision making and managing risk
- Developing relationships with a range of other and working together
- Building confidence to be with others, talk and share tasks
- To be able to give and take advice from others

RE makes a unique contribution to SMSC development:

- Spiritual – helps pupils consider and respond to questions of meaning and purpose in life and to consider and respond to questions about the nature of values in human society.
- Moral – helps pupils to consider and respond to aspects of morality by using their knowledge and understanding of religious and ethical teaching, and enabling them to make responsible and informed judgements about religious and moral issues.
- Social – helps pupils develop their sense of belonging and identity, and by preparing them for life to be a responsible citizen in an increasingly diverse society.
- Cultural – helps foster pupils' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths.

Healthy School includes:

- Support and promote healthy behaviours
- Reduce health inequalities
- Promote social inclusion
- Healthy eating
- Physical activity
- Emotional well-being
- Obesity plan
- Involvement in competitive sports and activities

Curriculum Subjects – all subjects have a role to play in developing SMSC.

The characteristics of effective learning, promoted in the Early Years, are replicated across the whole school curriculum:

- Planning and Exploring – being willing to 'have a go'.
- Active learning and motivation – being involved and concentrating, perseverance, enjoying achieving
- Creating and thinking critically – having and developing their own ideas, making links in their learning, choosing ways to complete tasks and recognising when they have been successful.

The whole curriculum also includes further opportunities:

- Socialising and mixing with others at playtimes and dinner times.
- Assemblies
- Fundraising events
- Forest School
- Awards and Merits
- Participation in school life – after-school clubs
- Residential visits

- Community and church links
- School Council
- Class assembly and performances
- Arts week
- Working with others
- Visits out and visitors in.

Desired Outcomes:

'Believe it Achieve it'

We believe that education must prepare children for the future; equipping them with the skills that will improve their life chances. We provide a curriculum which enables all learners to improve the quality of life that we share in an ever expanding community.

Working with parents, we want to bring about whole school community support of the schools' policies, particularly those that will support the SMSC curriculum including; Behaviour, RE and Collective Worship, Healthy Eating, and PSHE.

Mount Pleasant is an outstanding learning community committed to excellence. We deliver an engaging whole school curriculum that excites and motivates all learners to be the best that they can be, to have the resilience to keep trying, the confidence to achieve their goals and contribute positively to build a respectful and compassionate society.