



## **SMSC at College Town Primary School**

SMSC stands for spiritual, moral, social and cultural development.

*Ofsted's definition of SMSC is as follows:*

*Exploring beliefs and experiences; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and being creative; reflection.*

College Town Primary School strives to develop confident, independent, caring and enquiring individuals who are prepared for the future. We believe in fostering lifelong learning, through an environment that values mutual trust, respect, honesty and equality. We seek to develop everyone's potential. We provide excellent learning opportunities for all, celebrating successes. We believe that spiritual, moral, social and cultural development (SMSC) underpins everything that we do.

Development in SMSC takes place across all curriculum areas, 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.

### **Spiritual Development**

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Sustain their self-esteem in their learning experiences.
- 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 with peers and adults in school.
- Reflect on, consider and celebrate the wonders and mysteries of life.

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. The school will develop a climate and ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part

of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity etc.

### **Moral Development**

*As a school 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.

Teachers always generate with their classes a set of rules for the classroom based on the values held by the school, which are displayed in each classroom. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time and PSHE/Circle Time sessions.

### **Social Development**

*As a school we aim to promote opportunities that will enable pupils to:*

- Develop an understanding of their individual and group identity.
- Learn about their role in the school and wider community.

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 demonstrating appropriate and sensitive behavior
- 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

### **Cultural Development**

*As a school we aim to promote opportunities that will enable pupils to:*

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions at an appropriate level.

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

