



iMap Education

Section	School Policies
Policy Number	SP-063
Policy Name	Social, Moral, Spiritual and Cultural Policy

School Policy

Creation Date	Review date	Next Review date	Nominated Reviewer
01.09.15	09.05.23	09.05.2024	A Nelson

SOCIAL, MORAL, SPIRITUAL & CULTURAL EDUCATION (SMSC) POLICY

1.0 Introduction:

At the iMap School at Barrowmore we recognise that the personal development of student, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides student with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas have a contribution to the students' spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Values, principles and spirituality will be explored in the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spirituality will be recognised, and student will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for student and their families. Student should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Student should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

2.0 General Aims

The aims of the Social, Emotional, Moral and Spiritual curriculum in the iMap School at Barrowmore are to:

Heighten students' self esteem and improve their self image;

Provide students with a safe, secure environment where they can be confident of a consistent approach and where relationships between peers and adults can flourish;

Encourage respect for the property, space and feelings of others and so develop co-operation in activities / situations;

Encourage independence in a variety of settings so that they may be able to take responsibility for their actions;

Provide opportunities for student to make choices and to persevere with difficult tasks;

Promote understanding of other customs and cultures;

Develop communication skills;

That everyone connected with the school is aware of our values and principles;

A consistent approach is set within the context that is meaningful and appropriate to their age, aptitude and background;

That student know what is expected of them and why.

Through classroom discussions we will give the students opportunities to:

Talk about personal experiences and feelings;

Express and clarify their own ideas and beliefs;

Speak about difficult events e.g. bullying, death etc.;

Share thoughts and feelings with other people;

Explore relationships with friends/family/others;

Consider the needs and behaviour of others;

Show empathy;

Develop self-esteem and a respect for others;

Develop a sense of belonging;

Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open-mindedness, sensitivity, cultural awareness etc.

Many curriculum areas provide opportunities to:

Listen and talk or communicate to each other;

Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties;

Agree and disagree;

Experiencing good role models;

Take turns and share equipment;
Work co-operatively and collaboratively;

Practical activities to develop Social, Moral, Spiritual and Cultural Education will include:

Working together in different groupings and situations;
Encouraging the students to behave appropriately at meal times;
Encouraging teamwork in P.E. and games / circle time / drama;
Showing appreciation of the performances of other students regardless of ability;
Hearing music from different composers, cultures and genres;
Meeting people from different cultures and countries;
Participation in a variety of different educational visits;
Participation in live performances;
Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops;
Opportunities for the students to hear and see live performances by professional actors, dancers and musicians;
Opportunities to make and evaluate food from other countries;
Opportunities in music to hear songs from different cultures and play a range of instruments;
Completion of individual and group projects as guided by the Social, Moral, Spiritual and Cultural Co-ordinator.

3.0 Links with the wider community

Visitors are welcomed into our school;
Links with local churches are fostered;
Visits to places of worship of other faiths will be arranged to support the understanding of different cultures;
The school will support the work of a variety of charities;
The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students;
Students will be taught to appreciate and take responsibility for their local environment;
Liaison with local secondary schools to support the curriculum e.g. creative and expressive arts, P.E. and games.

4.0 Monitoring and Evaluation

Provision for Social, Moral, Spiritual and Cultural Education is monitored and reviewed on a regular basis. This is achieved by:

Co-ordination and monitoring of Social, Moral, Spiritual and Cultural opportunities by named member of staff;

Monitoring of teaching and learning and work scrutiny by Senior Management;

Regular discussions at staff meetings; Audit of policies and units of study;

Development of a subject portfolio.

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