

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Saira Karim	Assistant Head	
Kiran Rahman	Chair of Governors	

Reviewed: Sept 2023
Next review date: Sept 2025

Spiritual, Moral, Social and Cultural (SMSC) Policy

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values.
- 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.

Moral Development

Pupils' moral development is shown by their:

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

Social Development

Pupils' social development 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 socioeconomic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- 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.

Aims

At Date Palm Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school aims to help pupils develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they should be willing to make up their own minds and be ready to accept responsibility for their actions. They will grow through making choices and holding themselves accountable to the choices that they have made. They will want to be honest with themselves and with others.

Our school 'Date Palm' values reflect the spiritual, moral, social and cultural development values.

D – determination: resolving to try our best, despite difficulties

A – ambition: aspiring to be our best

T – teamwork: cooperating and working together for excellence

E – equality: providing each and every individual the same rights and opportunities

P – presentation: displaying ourselves and our work in the best possible way

A – akhlaq & adaab: striving to perfect our character and mannerisms

L – leadership: leading and guiding a group of people confidently

M – mutual respect: treating others as we wish to be treated

Guidelines

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

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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.

Pupils 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 pupils’ 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 teacher’s planning and purchasing decisions.

Planning

While 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 PSHCE, RE and Circle Time activities.

Spiritual Development

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 mystery
- 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 will develop a climate or 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 discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Date Palm Primary school we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- 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.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. 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 PSHCE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Date Palm 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 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 an 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
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through Literacy, Humanities, Art and many other curriculum areas. This is shown in our plans.

Pupils 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 pupils' 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, nasheed, 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

- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

School council

What is the School Council?

The purpose of the School Council is to represent the views and opinions of pupils and to be a forum for active and constructive pupil input into the daily life of the school. Each class in year groups 1 – 6 has an elected representative. Class elections take place at the beginning of the academic year.

The School Council benefits the whole school as it gives opportunities for pupils to communicate feelings and opinions to teachers and support staff as well as influencing decisions that are made.

Issues that might be discussed in the school council meetings include:

- Pupil survey questions, responses and action to be taken
- Friendship issues and playtime problems
- School equipment
- School and charity fundraising
- School meals and facilities in school
- Changes they would like to make
- New extra-curricular activities

How the School Council works

The School Council representatives meet regularly during the school year. They are given the opportunity to discuss any issues raised by their peers or by a member of staff and later that day, time to feedback to their class. The meetings are led by the member of staff responsible for the School Council and minutes are taken by the Chair Councillor.

Elections

- Constituencies are by class (Y1-Y6)
- Children who would like to run for the election should write an election speech
- On the day of the election, the nominated candidates should present their speech to the class and a vote should be taken.
- Secret ballot vote – no one is allowed to see who people are voting for
- DP announces the results – 1st place = Autumn class councillor, 2nd place = Spring class councillor, 3rd place = Summer class councillor.
- The deputy councillor can be nominated by the class councillor and they will replace the main councillor in their absence

- Chosen candidates' speeches should be written up neatly and given to management – this will be used to put up on display.

Meetings

- Held regularly
- All members should attend
- Councillors should discuss issues with their class before attending the meeting – they can only bring THREE issues to each meeting, so must choose the most important issues for their class.
- Discussions of these issues will take place between all councillors during a meeting, and they will decide on the most important SIX issues overall which they wish to raise. The Chair councillor (Y6 councillor) should write down the SIX issues on an 'Agenda' list.
- Once the agenda is finalised they must present to the School Council Coordinator and write down meeting minutes.
- Once the meeting has ended, the councillors should feedback to their class.

The role of a School Council Representative

Pupils who are elected have been given a very important job to do in the school. Pupils are expected to

- Attend all meetings
- Talk to the class they represent, feedback information and share ideas and opinions with the School Council
- Have ideas to share with the Council
- Speak with confidence
- Consider and respect the views of others



- Be identifiable by wearing the school council badge