



POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT INCLUDING THE PROMOTION OF BRITISH VALUES

This policy is a statement of the aims, principals and strategies for learning and teaching within the area of Social, Moral, Spiritual and Cultural development (SMSC).

What is Spiritual, Moral, Social and Cultural Development in the Foundation Stage?

The four areas can be defined as:

- 1) Spiritual Development: is about being reflective about beliefs, values and aspects of human experience, using imagination and creativity and developing a curiosity in learning.
- 2) Moral development: relates to recognising right and wrong in school life and outside, understanding consequences, investigating moral and ethical issues and offering reasoned views.
- 3) Social development: involves using a range of social skills in different contexts, working well with others, resolving conflicts and understanding how communities work.
- 4) Cultural development has to do with responding positively to a range of artistic, sporting and other cultural opportunities and to understand, accept, respect and celebrate diversity.

At Hadfield Nursery School, we recognise that the personal development of pupils 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 pupils 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 and respect for the diversity and richness of cultures in our society.

Principals

All curriculum areas have a contribution to make to SMSC development and opportunities for this will be planned in each area of the curriculum, with a particular emphasis through PSED, Communication and Language and Understanding the World planning.

All adults will model and promote expected behaviour, treating and respecting each other as unique and valuable individuals and showing compassion and respect for children and their families.

Our nursery community will be a place where children can find acceptance for themselves.

Children 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.

Children should understand the need for rules and the need to abide by rules for the good of everyone. Nursery rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work, positive attitudes and achievements.

Children learn that they have a voice within our nursery community.

All curriculum areas and the nursery environment should seek to reflect as wide a range of cultural contexts as possible.

General Aims

- To ensure a consistent approach to the delivery of SMSC issues through the EYFS curriculum and the general life of the nursery
- To ensure that children know what is expected of them and why
- To provide children with a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity and how they can contribute positively to our school community
- To enable children to develop self-awareness, self-esteem and self confidence
- To enable children to begin to develop an understanding of their social and cultural environment, with an appreciation of the many cultures that now enrich our society
- To give children the opportunity to explore social and moral issues and develop a sense of social and moral responsibility and respect for others
- To ensure that the curriculum is set within a context that is meaningful to children and respects age, level of development and background
- To ensure that everyone connected with Hadfield Nursery School is aware of our values and principles

Learning and Teaching within Social, Moral, Spiritual and Cultural Development

Learning opportunities to:

Spiritual Development

- Use imagination and creativity in their learning
- Foster emotional resilience and understanding and expression of feelings
- Develop capacity for critical and independent thought
- Sustain self-esteem in learning experiences
- Develop curiosity in their learning
- Experience moments of stillness and reflection
- Discuss beliefs, feelings, values and responses to personal experiences
- Reflect on, consider and celebrate the wonders and mysteries of life
- Foster an enjoyment and fascination in learning about themselves, others and the world around them

Moral Development

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Take initiative and act responsibly with consideration for others
- Develop and apply an understanding of right and wrong in their school life and life outside school
- Manage their own behaviour
- Show respect for each other
- Show respect for the environment
- Understand the consequence of their actions
- Make appropriate and informed decisions and choices
- Gain the confidence to cope with setbacks and learn from mistakes

Social Development

- Develop an understanding of their individual and group identity
- Develop a positive self-image and an awareness of their rights and responsibilities
- Form and maintain worthwhile and satisfying relationships

- Learn to show friendly behaviour, cooperate and collaborate with others, take turns and listen to another viewpoint
- Develop awareness of own feelings and the needs and feelings of others
- Learn strategies to resolve conflict and to compromise
- Learn to be effective communicators (including the use of augmentative systems)
- Help others in school and the wider community
- Develop personal qualities valued in society e.g. honesty, consideration, independence and self-respect
- Exercise leadership and responsibility
- Take part in a range of activities requiring social skills

Cultural Development

- Develop an understanding of their own social and cultural environment
- Learn about social and cultural differences within their group and nursery
- Recognise the value and richness of cultural diversity in Britain
- Begin to develop an understanding of Britain's local, European, national and global dimensions
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school

In promoting British Values, - and in line with the individual pupils' age and capacity to understand the concepts and ideas - we aim to:

1. Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils to express their views, promoting the development of pupil voice & choice-making skills, teaching them how they can influence decision-making
- Model how things can be challenged appropriately when they are seen to be 'unfair'

2. Rule of law

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to understand that following rules can help to keep them safe
- Include visits from the police in the curriculum
- Develop restorative justice approaches to resolve conflicts

3. Individual liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils
- Challenge stereotypes by providing opportunities for children to access a wide range of learning opportunities
- Implement a strong anti-bullying culture
- Follow the UNICEF rights respecting schools agenda

4. Respect and tolerance

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship and have visitors from a variety of faiths
- Develop links with faith communities
- Develop critical personal thinking skills (links to the Characteristics of Effective Learning)
- Discuss differences between people

Where you can find SMSC at Hadfield Nursery School?

Opportunities are created for the development of Spiritual, Moral, Social and Cultural Development through the curriculum, particularly through Communication & Language, Understanding the World and PSED, and in other wider school opportunities, for example;

- The curriculum as a whole
- Show and tell times
- Behaviour Policy
- Reward systems
- Educational visits
- Pupil voice
- Special days and visitors (fund raising, cultural experiences and Family Fun days)

Assessment of SMSC

SMSC spreads across all curricular areas, but particular aspects can be tracked through children's Learning Journeys and electronic profiles:

Spiritual (This links to Characteristics of Effective Learning & Understanding the World - People & Communities)

Moral (This links to PSED & Understanding the World)

Social (This links to PSED)

Cultural (This links to Understanding the World - People & Communities)

Equal Opportunities

At Hadfield Nursery School we aim to offer children and their families a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial and religious beliefs are respected. We aim to challenge discrimination on the grounds of gender or disability.

All children will be treated as individuals and they will have full access to all elements of the SMSC development provision and opportunities, regardless of gender, ability/disability, race or cultural background.

Linked Documentation

This policy should be read in conjunction with the following policies:

- Equality Policy
- Behaviour, Discipline and Anti-Bullying Policy
- Policy for Teaching and Learning
- PSED Policy
- Understanding the World Policy
- Communication and Language Policy
- Early Years Foundation Stage Curriculum