



How Spiritual, Moral, Social and Cultural Development (SMSC) is promoted TLA 2015-2016

What does this look like in TLA?

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in religion, but equally may not. This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values. This is developed by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through Assemblies, topic planning and History.
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through De Bono's Thinking hats, homework grids, Literacy, Drama, Music and Dance.
- Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, School Council, prefects, super six, play leaders and Celebration Assemblies.
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, Forest school activities
- Accommodating difference and respecting the integrity of individuals; for example, School Council, , play leaders, , Assemblies on Diversity and Anti-bullying week

Promoting teaching styles that:

1. Value pupil questions and give them space for their own thoughts, ideas and concerns.
2. Allow children to take ownership of and lead their learning
3. Enable pupils to make connections between aspects of their learning.
4. Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.

<p>What does this look like in TLA?</p>	<p>Moral development is largely about making choices, behaviour and how you live your life. It's also about personal and societal values, understanding the reasons for them and airing and understanding disagreements.</p> <p>Moral Development refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:</p> <ul style="list-style-type: none"> • Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy; School rules ; Anti Bullying Week, E-Safety week. • Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, (Inclusion policy, Equal Opportunities policy, SEN policies). • Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, SEN policies). • Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (PDL; RE; History; Literacy; Assembly; Drama; School Council; Community Police officer visits). • Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (Circle time sessions, School Council; school camp Drama; Safeguarding policy & practice). • Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; house points). • Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (whole school charity events; British Values; Celebration Assemblies; Assembly themes). • Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals and newsletters, Themed Assemblies). • Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes). • Providing models of moral standards through the curriculum (Literacy; History; RE;; Assembly; Drama). • Reinforcing the school's values through the use of posters, displays etc.
--	--

<p>What does this look like in TLA</p>	<p>Social development shows pupils working together effectively, relating well to adults and participating in the local community.</p> <p>Social Development refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society and become informed citizens of the future. This is supported by:</p> <ul style="list-style-type: none"> • Fostering a sense of community with common, inclusive values (Assembly; Home-School Agreement; HSA events including Christmas & Summer fairs) • Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, • Promoting racial, religious and other forms of equality (Racial & Equal opportunities policies). • Encouraging children to work co-operatively (play leaders, House system; Attendance Awards, monitors) • Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (;RE; Literature, Assemblies). • Providing positive corporate experiences; for example, special curriculum events, productions, school council. Class Assemblies. • Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect. • Helping children to relieve tensions between their own aspirations and those of the wider group . • Providing opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues; House Captain votes,). • Providing children with opportunities to exercise leadership and responsibility (Council Leaders, Classroom monitors; House Captains). • Welcoming members of the wider community into our school and keeping them informed of developments (Website; newsletter; notice board; community board; involvement in community events;).
---	--

<p>What does this look like in TLA?</p>	<p>Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Understanding and tolerance regarding the cultural traditions and beliefs of others. Cultural development refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:</p> <ul style="list-style-type: none"> • Providing children with opportunities to explore their own cultural assumptions and values. • Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals and promoting EAL within the school) • Recognising and nurturing particular gifts and talents (Local Events with other schools: G&T Workshops/Sports Competitions), • Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Drama, music and dance groups, links with Local Community). • Reinforcing the school's cultural values through displays and photographs. • Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds (links with other schools).
--	---