

LONGWILL SCHOOL FOR DEAF CHILDREN

Spiritual, Moral, Social and Cultural Development Policy

June 2022

Policy For Spiritual, Moral, Social and Cultural Development at

Longwill School for Deaf Children.

AIM

Our aim is the development of the whole child through the promotion of their Spiritual, Moral, Social and Cultural experiences in school. During their time at school, pupils will have many opportunities to explore the many questions and possibilities, including those related to their Deafness and Deaf identity.

In addition, our SMSC provision aims to promote the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs. It enables our pupils to develop their self-knowledge, self-esteem and self-confidence as well as developing an ability to know right from wrong. Assemblies and celebrations throughout the school year provide opportunities for the development of respect for other people alongside tolerance and harmony across cultural traditions.

All National Curriculum subjects have a part to play in the promotion of SMSC in school as well as the significant contribution of the school ethos, good relationships across the school community and Collective Worship. Our behaviour policy encourages children to take responsibility for their behaviour, thereby promoting an understanding of how they can contribute positively to the lives of others.

UN Convention on the Rights of the Child:

Articles 12, 13 and 14: Every child has the right to freedom of thought and religion and that adults listen to them.

Article 31: Every child has the right to rest, play, relax and take part in cultural activities

DESCRIPTIONS

Spiritual Development

Pupils' spiritual development involves the growth of their inner self, their own unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral Development

Pupil's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. This is underpinned by our commitment to the values outlined by the UN Convention of the Rights of the Child. We are a Rights Respecting School (Gold Award).

Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding and qualities they need to make an active contribution to the democratic process in each of their communities. This is explored through our work around sustainable Development Goals.

Cultural Development

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their cultures (hearing and Deaf) and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Examples of SMSC across our curriculum.

	Spiritual	Moral	Social	Cultural
English	Use of drama, expressing feelings through written word	Discussion about right or wrong eg in books and stories, Circle Time, use of drama to develop discussion about moral issues Debating	Social interaction. Communicating with others e.g. an audience in drama. Discussions about texts. Circle Time	Stories from other cultures, Foreign Languages curriculum Culturally diverse reading materials
Maths	Fascination of big numbers, influence of zero, pattern and order	Personal responsibility e.g. not cheating or manipulating data	Working in pairs, use of maths and numbers as a member of society. Problem solving.	Role of pattern across cultures eg Rangoli patterns. Counting in different languages Resilience
Science	Environment and natural world, life cycles, human body as wonderful	Caring for living things e.g. gardening, role of scientific discovery	Issues such as smoking, drugs. Working together on investigations. STEAM Week	Differences/similarities between humans, animals. Role of science to aid life across the world e.g. water, growing crops
RPSHE	Circle Times Identity Sense of enjoyment and	Personal responsibility What are your rights and	School Council Mock Elections What to do in an emergency	Black History Month Study of different groups and communities including racism Respect equality

	fascination about the wonder of themselves	responsibilities as a citizen? Need for rules FBV Respecting the views of others	Democracy	Deaf Awareness Week
DT	Designing cards for special times, e.g. birthdays, festivals	Opportunities to share learning with others	Working with others. Use of technology to help others. Garden Festival	Cooking utensils, designs for weather eg hats or sandals
History	Importance of tradition	Importance of news` issues, discussion about war and peace	Looking at children past and present. Role of institutions for example hospitals, workhouse, factories.	Slavery, holocaust, Empire. Life at different times e.g. Ancient Greeks, Romans Cultural influences that have shaped their own heritage
Geography	Other cultures and environments, appreciation of natural features e.g. lakes and woods.	Responsibility for environment, misuse of resources, recycling, sustainability, experiences of the poor across the world, natural disasters.	Awareness of different types of housing, community groups. Local studies	Looking around the world at contrasting environments- how things are the same/different.
RE	Opportunities for reflection, awe and wonder, spiritual practise e.g. worship	Stories from world religions, opportunities for developing listening and respecting skills	Importance of family and community within religious traditions. Role of charities	Looking at artefacts from different Religions. Meeting people from different faiths. Celebration of many festivals e.g. Eid, Divali, Christmas. looking at food, clothing, festivals
Art	Study of shape, texture and pattern. Beautiful art e.g. stained glass windows, Art Galleries half termly	Pictures with a moral viewpoint	Group work e.g. Christmas Workshop, shared art	Art from different areas of world e.g. Africa, Aboriginal dot pictures. Cards from different celebrations
PE	Dancing for joy, the determination to do one`s best	Rules in team games, support for all whatever their physical need,	Taking part in different dance forms, group/paired work for	Dance from different cultures e.g. Indian, games and sports from other cultures

		sense of fair play	example in gymnastics.	
Music	Making music, singing, means of self-expression, use in the background to influence moods	Learning about musicians, accept other opinion e.g. ideas and judgments of others	Performing arts, e.g. Christmas Show, Leavers' Show, class assemblies. Taking turns. Singing as a group	Different styles of Music e.g. calypso, Irish Keyboard lessons, class music sessions
Deaf Studies	Beauty of BSL for communicating, singing, etc. BSL Eisteddfod	Lack of signing in past- right or wrong? UN CRC Article 17: every child has a right to accessible language	Importance of school friends. Identity as a Deaf person. BID Youth Club weekly	Use of BSL, Deaf technology such as hearing aids, Cochlear Implants, flashing doorbells. Study of Deaf History, role of Deaf Clubs
Computing	Ability to connect with places all around the world	Independent working, E-safety	Working collaboratively, use of research/ data skills to encourage understanding of social issues	Accessing information through use of Internet, use of social media, email etc

Staff Development

Our approach is constantly under review. Staff take part in regular discussions about SMSC aspects each term. This forms a part of the Thursday Keeping Up sessions. All staff - Teachers and TAs both hearing and Deaf- take an active role in these sessions.

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