

LONGWILL SCHOOL FOR DEAF CHILDREN

SMSC POLICY

MAY 2015

Policy For Spiritual, Moral, Social and Cultural Development at

Longwill School.

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.

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

Pupils' 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.

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, qualities they need to make an active contribution to the democratic process in each of their communities.

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 |
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| Literacy | 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 | Social interaction. Communicating with others eg an audience in drama. Discussions about texts. Circle Time | Stories from other cultures, MFL curriculum |
| Maths | Fascination of big numbers, influence of zero, pattern and order | Personal responsibility eg 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 |
| Science | Environment and natural world, life cycles, human body as wonderful | Caring for living things eg chickens, gardening, role of scientific discovery | Issues such as smoking, drugs. Working together on investigations. | Differences/similarities between humans, animals. Role of science to aid life across the world eg water, growing crops |
| PSHE | Circle Times Identity | Personal responsibility What are your rights and responsibilities as a citizen? Need for rules | School Council Mock Elections What to do in an emergency Democracy | Black History Month Study of different groups and communities including racism Respect equality |
| DT | Designing cards for special times, eg birthdays, festivals | Opportunities to share learning with others | Working with others. Use of technology to help others. | Cooking utensils, designs for weather eg hats or sandals |
| History | Importance of tradition | Importance of news' issues, discussion | Looking at children past and present. | Slavery, holocaust, Empire. Life at different times eg Ancient Greeks, Romans |

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| | | about war and peace | Role of institutions for example hospitals, workhouse, factories. | |
| Geography | Other cultures and environments, appreciation of natural features eg 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 eg 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 eg Eid, Divali, Christmas. looking at food, clothing, festivals |
| Art | Study of shape, texture and pattern. Beautiful art eg stained glass windows | Pictures with a moral viewpoint | Group work eg Christmas Workshop, shared art | Art from different areas of world eg 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, sense of fair play | Taking part in different dance forms, group/paired work for example in gymnastics. | Dance from different cultures eg Indian, games and sports from other cultures |
| Music | Making music, singing, means of self expression, use in the background to influence moods | Learning about musicians, accept other opinion eg ideas and judgments of others | Performing arts, eg Christmas Show, Leavers' Show, class assemblies. Taking turns. Singing as a group, Monday | Different styles of Music eg calypso, Irish |
| Deaf Studies | Beauty Of BSL for communicating, singing, etc. BSL Eistedffyd | Lack of signing in past- right or wrong? | Study of Deaf History, role of Deaf Clubs, importance of school friends. Identity as a | Use of BSL, Deaf technology such as hearing aids, Cochlear Implants, flashing doorbells. |

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| | | | Deaf person. | |
| ICT | Ability to connect with places all around the world, creation of pictures or written work | 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 Webcam, email |

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 Friday Keeping Up sessions. All staff - Teachers and TAs both hearing and Deaf- take an active role in these sessions.

May 2015