

## Social, Moral, Spiritual and Cultural education at MCPA

### **1: What-**

Ofsted define Spiritual, Moral, Social and Cultural (SMSC) development as the 'overarching umbrella that encompasses personal development across the whole curriculum.'

SMSC at MCPA underpins all our aims and it is at the heart of our school's development. As stated by Ofsted, it requires us to consider 'the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.' SMSC alongside the fundamental British Values and our school's Community Qualities are taught and experienced as part of a broad and balanced curriculum and through wider opportunities. According to the DfE 'pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.' At MCPA we want our children to do more than tolerate, we encourage an ethos of solidarity and allegiance.

### **2: Why-**

The DfE requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society. This guidance relates specifically to the requirement to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act. The DfE also states the importance of establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

We know that SMSC plays a significant part not only in children's ability to learn and achieve but in their ability to relate fully to, and have the ability to access the world they live in. We therefore aim to provide children with an education that helps them become self-assured, confident, happy and positive young people and that prepares them well for the opportunities, responsibilities and experiences of life in modern Britain.

Being in a multicultural school and diverse community with over 30 languages highlights the importance of SMSC and the need for it to be at the heart of what we do. 66% of our families identify as non White British, this is twice the national average level. As such, it is important that we ensure that MCPA's approach to SMSC seeks to be representative of a broad spectrum of cultural experiences.

### **3: How-**

SMSC is embedded in everything we do, both in the curriculum and through wider opportunities. Below is some specific information on what this looks like in each key stage. This document should be viewed alongside the curriculum overview documents, especially for PSHE and RE.

#### **EYFS**

Social: Social development is core to the EYFS with pupils learning to communicate effectively, manage their feelings and behaviour and make/ maintain relationships with others. Many of these skills are learnt through playing and interacting with others, under the supervision and guidance of well qualified staff who use 'planning in the moment' to enhance the learning opportunities.

Moral: Children become familiar with our community qualities (Attitude, Behaviour, Courage, Determination, Enthusiasm, Friendship, and Grit) children are made aware of when they are demonstrating these skills and this is celebrated in class and during whole school assemblies. Circle time sessions focus on understanding how to manage situations and decisions, including learning what is the 'right way' to act/react in certain situations.

Spiritual: Children learn about 'People, Culture and Communities'. The children learn that people have different beliefs. We explore 5 religions (plus non-religion) and explore festivals and symbols which relate to these religions. Children share their own experiences of religion and festivals - this is a key aspect of the RE curriculum at MCPA, we can often learn from each other's experiences. It is therefore important that our children in EYFS learn to listen to each other and respect their views. In reception, children learn about the same religions with a focus on learning key facts about each one, this forms the factual basis for curriculum progression in RE.

Cultural: The children learn about similarities and differences between life in this country and life in other countries. Children talk about their immediate families and their community. In the EYFS we have a reading rich environment, we read books to children which develop their understanding of SMSC through storybooks and a range of nonfiction texts which link to a variety of countries, beliefs and cultures.

#### **Key Stage 1**

As a nurturing school, we know that children need to be constantly taught how to interact in different situations, including how to conduct themselves. This may be pre-planned and formal such as in the Y1 PSHE curriculum when children are taught how to recognise and express their feelings. It may also be responsive - our key stage 1 colleagues are very adept at identifying the need to hold a class circle time or playtime discussion in order to promote positive social interactions. Children who need further support with this are given it, this can include 'nurture play' as a supportive alternative to playtime which seeks to develop the social skills needed to have successful social times.

Development of children's moral compass is planned into the curriculum, such as in Autumn 2 PSHE when children across the school learn about bullying, how to prevent it and how to speak out against it. This unit of learning helps children to consider the 'right' and 'wrong' way to handle a situation and reflect on the fact that this might not always be as clear as we think. Moral development is not restricted to any one subject however, nor is it restricted to being delivered in the formal curriculum. Staff are very adept at identifying opportunities in a range of subjects and contexts to explore moral purpose, choices and morality in general.

MCPA is an extremely culturally rich school, the wide diversity of our families' heritages, makes for a varied cultural tapestry. Our role as educators is to help our children to understand how we can stitch together our patchwork quilt to make something beautiful. Outside of the 'formal' curriculum and within lessons, our colleagues are very adept at drawing on their own and our children's experiences to enhance discussion.

## Key Stage 2

MCPA's nurturing focus continues throughout school, children are continually taught how to interact in a range of social contexts. In Key stage 2 this includes developing an understanding of the role of relationships in adolescence, managing changing emotions and how this can impact on friendship. This is taught directly through the PSHE curriculum but is also reinforced in the class' circle times, morning meetings and review sessions. As throughout school, staff continue to dynamically support children's social development through reviews of social times and nurture play for those who need that extra support.

In key stage 2, children are also taught how to manage their social interactions in the virtual world through a heavy focus on e-safety and cyberbullying in PSHE and computing lessons.

As our children become older, they will experience a broader range of situations in life in which they may face choices or indeed dilemmas relating to morality. Our key stage 2 curriculum seeks to equip children to make the right choices through direct teaching in PSHE, for example a focus on substance use in Y5 Sp2 and discrimination in Y6 Au1. In addition to this, the key stage 2 staff regularly pose the children with hypothetical scenarios in a social context which might challenge their morality - for example, you find £5 on the floor, what do you do? These short activities are part of the 'behaviour as a curriculum' approach which supports our nurturing status - we cannot set high expectations if we cannot be sure that we have equipped the children to meet them.

Our children are taught, both in formal lessons and in wider school life, the importance of sharing and valuing each other's cultures and beliefs.

Whilst by no means exhaustive, the following map seeks to demonstrate how SMSC is woven through the MCPA curriculum.

Reading	Reading gives everyone access to the most important and significant matters that have arisen in our history: spiritual texts and ideas, moral concepts and thoughts - and as outlined in the 'Cultural Capital' section, is essential to the social and cultural glue that is integral to civilised life.
Writing	Key texts allow for discussion on moral and social issues (The Butterfly Lion and The Boy at the Back of the Class). Different cultures are explored through key texts (linked to writing curriculum- The Boy at the Back of the Class/ The Explorer/ Coming home/ The Butterfly Lion/ Flat Stanley's African Safari) and events such as Refugee Week - Malala/ Coming to England). S&L opportunities allow for discussion on recognising right and wrong; understanding consequences; investigating moral and ethical issues and offering reasoned views. Writing lessons allow children to use their social skills in different contexts; working well with others (hot seating, debating, conscience alley, group discussions).

<p>Maths</p>	<p>Social - We promote social development in Maths through the varied and flexible groupings children have the opportunities to work in. Within maths lessons, children may work independently, in pairs, small groups, similar and mixed ability. In all these ways of working the children are encouraged to discuss, listen, share ideas, reason, question, offer constructive criticism and present their ideas to a wider audience. The values of mutual respect, team work and the idea that we learn from our mistakes are integral to all work in Maths.</p> <p>Cultural - We promote cultural development in Maths through linking aspects of the curriculum with mathematical ideas from other cultures and times that have helped to form mathematics as we know it today. For example, we may explore Egyptian symbols, Roman numerals, Chinese methods for teaching maths and, in a more modern-day context, children will explore time zones around the world and practise converting money into different currencies. All these experiences help to promote the richness of mathematics and build the children's understanding of how maths has developed and will continue to evolve as we move into an ever greater digital age.</p>
<p>Science</p>	<p>Spiritual</p> <ul style="list-style-type: none"> <li>● Looking for meaning and purpose in natural and physical phenomena Wonder about what is special about life</li> <li>● An awareness of the scale of living things from the small micro-organism to the largest</li> <li>● The interdependence of all living things and materials of the Earth. Emotional drive to know more and to wonder about the world</li> <li>● Wonder at the vastness of space and the beauty of natural objects</li> </ul> <p>Moral</p> <ul style="list-style-type: none"> <li>● Pupils to become increasingly curious</li> <li>● Development of open mindedness to the suggestions of others</li> <li>● Scientific developments may give rise to moral dilemmas</li> <li>● Considering the environment</li> </ul> <p>Social</p> <ul style="list-style-type: none"> <li>● Group practical work</li> <li>● Team working skills</li> <li>● Taking responsibility for their own and other people's safety</li> <li>● Understanding that science has a major effect on the quality of our lives and can drive social change.</li> <li>● Consider the benefits of scientific developments and the social responsibility involved</li> </ul> <p>Cultural Education</p> <ul style="list-style-type: none"> <li>● Scientific discoveries as a part of our culture</li> <li>● Scientific discoveries of other cultures</li> <li>● Scientific discoveries by a wide range of men and women in many different cultures</li> <li>● Environmental issues are central to science.</li> </ul>
<p>History</p>	<p>Our History curriculum provides the children significant opportunities to develop spiritually, morally, socially and culturally. The children will learn about different beliefs throughout history and how they have shaped today's world. Children will be asked to consider moral questions and dilemmas and look at events that would be deemed unacceptable in today's society. The children will explore the similarities and differences between today's society and those of the past and examine the impact of different peoples on British culture. The children will develop a better understanding of our multicultural society through studying links between Manchester, British, European and World History.</p>

<p>Geography</p>	<p>Spiritual - Through teaching geography, we can also develop children's spiritual development. Essentially, Geography is about studying people; where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children may explore what it would be like to live as a victim of an earthquake or other natural disaster, to living on tropical islands. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about</p> <p>Moral - Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest?</p> <p>Social - Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful. Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.</p> <p>Cultural - An essential component of Geography is place knowledge. By understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.</p>
<p>RE</p>	<p>Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students that the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions</p> <p>Moral education in RE allows students to learn about shared and differing moral values from religious and secular perspectives. RE provides opportunities for students to debate moral dilemmas about right and wrong, good and bad.. RE encourages students to discuss ideas such as people's responsibility towards the world.</p> <p>Social education in RE involves exploring the similarities and differences in religions and cultures through which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others.</p> <p>Cultural education in RE includes learning about a range of different religious traditions, giving students an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society.</p>
<p>PE</p>	<p>Spiritual - PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be</p>

	<p>creative, designing and creating their own small-sided games or by expressing feelings in their dance and gymnastic performances. In PE lessons children are encouraged to delve deeper into their understanding of their body and how to maximise/improve their performance both individually and as part of a team.</p> <p>Moral - Children make choices regarding rules, sportsmanship, tactics, and positions. PE teaches children about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our children with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events such as sports day and in competitive situations when representing the school in the local area. PE encourages children to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team or when competing against other individuals or teams.</p> <p>Social - PE allows all children to develop the necessary skills to work in teams and pairs as the majority of activities are based around team games or creating sequences in groups. Giving children roles such as; leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance and the explanation, demonstration and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p>Cultural - Being part of a multicultural school based in a multicultural area provides our children with the tolerance and understanding that race, gender, religion and any other minority groups are not discriminated against in PE and sports as they are not in any other subject. The children learn about the development of sports in different countries, learning where sports originated from, exploring and respecting a variety of different cultural dances.</p>
Computing	<p>Moral - Encouraging good etiquette when using digital technology including mobile devices and with due regard to e-safety. Encouraging respect for other people's views and opinions. Encouraging respect for all our computing equipment. Exploring moral issues around the use of digital technology - For example, copyright and plagiarism. Teaching children about cyber bullying and what to do if it happens to themselves or a friend.</p> <p>Social - Encouraging students to assist one another in problem solving. Encouraging appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community. Encouraging good practice and respect in the use of social networking.</p> <p>Cultural - Encouraging the sensible use of digital technology in the classroom and homework situations as children are living in a digitally cultural environment. Empowering pupils to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects.</p>
Art/ DT	<p>Moral - Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy</p>

	<p>another's self belief. Displays around the school and in classrooms show a variety of different art work from age groups and abilities. This promotes children to be positive about their work and increases self esteem.</p> <p>Social -Art and Design frequently requires all pupils to work in pairs, groups or teams. Pupils often work collaboratively requiring cooperation and communication linking to the values of trust, compassion and service.</p> <p>There are also social aspects in Art from visiting various places such as Art Galleries</p> <p>Cultural - Islamic art, Roman mosaics</p>
MFL	<p>Spiritual -</p> <ul style="list-style-type: none"> <li>-Respect for each other</li> <li>-Learning different languages helps to think about things differently -More awareness that they are part of a wider world</li> </ul> <p>Social -</p> <ul style="list-style-type: none"> <li>-Work as teams groups/ pairs for discussion -Encourages helping each other</li> </ul> <p>Cultural -</p> <ul style="list-style-type: none"> <li>-Learning about different languages, cultural choices and music.</li> <li>-Acceptance that English isn't always their first language</li> </ul>
Music	<p>Social - music is a collective experience and a form of self-expression that everyone can participate in. Children listen, respond and discuss with each other.</p> <p>Moral - different songs with different contexts- critical discussions of how to deal with moral issues.</p> <p>Spiritual - experience of emotional response to the creative process and to pre-existing music. Reflect on the artistic beauty of music.</p> <p>Cultural - music is one of the highest forms of culture - development of an appreciation of a wide range of genres of music and the history of music. Make connections between different music styles and cultures.</p>

#### 4: Impact-

MCPA's approach to SMSC ensures that:

- Children have a wide range of cultural experiences, and value the cultures of others.
- Children understand the value of variety in cultural experience and influence.
- Children are socially well developed, equipped for their next step in education.
- Children understand the difference between right and wrong, they make a positive contribution to our school and will in turn do so in wider society.
- Children understand the beliefs of a range of religions and are forming their own views, they discuss these with clarity, confidence and respect.