



(formerly South London Jewish Primary School)

# **Spiritual, Moral, Social and Cultural (SMSC) Education Policy**

<b>Written:</b>	<b>November 2014</b>	<b>Reviewed:</b>	
<b>Approved:</b>		<b>Review Due:</b>	<b>September 2016</b>

## Contents

<b>Executive Summary, Introduction &amp; Context</b>
<b>Aims &amp; Definitions</b>
<b>Delivery</b>
<b>Opportunities, Visitors and Links to the Community</b>
<b>Inclusion &amp; Organisation</b>
<b>Evaluation</b>

## Executive Summary

### Key points -

- SMSC is part of a whole school approach, which aims to nurture and develop young children's understanding of themselves and relationships to those around them through a variety of activities.
- The school has identified a number of specific aims for SMSC education at MJPS.
- SMSC links to the whole school ethos with core values of inspiration, respect and excellence, and is a core element of the curriculum.
- Staff are encouraged to seek opportunities for activities, visitors, visits and learning that promote the aims of SMSC education.
- Specific guidance is given in regard to visitors to the school and in ensuring that visits meet the expectation of balance.
- SMSC will form part of the school's self-evaluation, focusing on the impact of SMSC activities.

### Introduction

Mosaic Jewish Primary School has established an academic direction founded on critical, independent and creative thought and expression. The school aims to create a caring, inter-generational community of children, parents and teachers in which a respect, tolerance and understanding is fostered for the different practices in Judaism as well as those of other faiths and British values so that all children grow to develop a sense of pride in their own identity and the country in which they live.

- We teach within a caring and nurturing environment, embracing our three aspirations of inspiration, respect and excellence and our seven agreed guiding principles and values: peace (*shalom*), respect (*kavod*), behaving properly (*dereh erez*), love of learning (*ahavat limmud*), looking after our world (*tikun olam*), charity (*tzedaka*), family (*mishpaha*), *looking after others* (*gemilut hasadim*). We strive to develop the potential of all children, building their self-esteem and confidence to enable them to develop the skills to think and learn effectively. We emphasise learning through cross-curricular links, integrating Jewish ethical and moral values including good citizenship, volunteerism, mutual responsibility, care for the natural world and positive relationships with other faiths and the wider community. A central element of this approach is the inclusion of enriched educational experiences and learning opportunities.

This policy is linked to our PSHCE policy, Equality policy, anti-bullying policy and SEAL materials.

## Context

### *Why is SMSC important?*

SMSC is spiritual, moral, social and cultural education. All schools in England must show how well their pupils develop in SMSC. This policy has been developed using guidance from the Citizenship Foundation and using the DfE guidance: *'Improving the spiritual, moral, social and cultural (SMSC) development of pupils. Departmental advice for independent schools, academies and free schools'* (November 2013) and the Ofsted Subsidiary Guidance for Inspections (April 2014).

The Government believes that 'Schools should develop pupils who know how to act responsibly, and who become more independent as they grow older while knowing the value and importance of making a positive impact on the lives of other people. '

and that 'Enabling pupils to gain knowledge and respect for their own culture is an essential part of the standard and schools should ensure that work on other cultures takes place on a secure foundation...'

In order to achieve this, the Government suggested that 'Pupils must be encouraged to regard all faiths, races and cultures with respect... Schools should develop opportunities for pupils through links with other schools and organisations, as well as the content of curriculum. (*'Improving the spiritual, moral, social and cultural (SMSC) development of pupils.'* P6)

**Aims:** *What are the aims of SMSC at Mosaic Jewish Primary School?*

### **SMSC at Mosaic Jewish Primary School aims -**

- To develop a sense of self- worth and an understanding of the worth of others;
- To foster and provide opportunities for the expression of imagination, inspiration, insight and empathy and to gain respect for insight as well as knowledge and reason;
- To explore and express their own feelings and emotions and their likely impact, as well as understanding the emotions of others;
- To develop relationships based on trust, forgiveness, peace, friendship, humility, compassion and loyalty;
- To develop an ability to explain their own views and show courage in defence of their beliefs along with a readiness to challenge attitudes and beliefs that would constrain the human spirit, for example, poverty of aspirations, moral neutrality or indifference, fanaticism, narrowness of vision and forms of discrimination;
- To enable children to discover answers to questions for themselves;
- To develop an attitude of reflection and stillness in the challenges of life, including through prayer experiences;
- To develop children's sense of wonder and curiosity about life;
- To help the children understand that there are some situations in life which do not have a clear answer;
- To develop an appreciation of the intangible, for example, beauty, truth, love and goodness, as well as for mystery, paradox and ambiguity;
- To develop a sense of empathy with and attitude of care towards others;
- To explore and understand Jewish beliefs and values, including understanding the links from biblical concepts to their individual lives, as well as with the environment of the school, the wider community and British values.

- To develop an appreciation of all regardless of race, ability and gender, religion and culture.

### **Definitions - *What is SMSC?***

In order to achieve this, the four elements of SMSC learning are understood in the following ways:

#### **Spiritual Education**

Spiritual development relates to the beliefs a child acquires about their own life, as well as the lives of those around them; their engagement with imagination and creativity in their learning; their ability to reflect and contemplate their experiences; their interest in and respect for different people's feelings; and their sense of enjoyment and fascination in learning about themselves, others and the world around them.

Spiritual is not synonymous with religious education – although we see Jewish studies, religious education and tefila (prayer) or collective worship, as well as festival celebrations, as being an important vehicle for the delivery of spiritual matters. The Jewish concept of spirit is '*nefesh*', and is seen as inseparable from the body.

#### **Moral Education**

Moral development relates to human behaviour, especially the ability of children to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives. Moral development entails understanding of the consequences of their actions and an interest in investigating moral and ethical issues.

#### **Social Education**

Social development is concerned with living with others, whether in families, communities or societies, rather than alone. It involves the skills necessary to socialise with pupils from different backgrounds and an understanding of the way communities and societies function at a variety of levels. Social education also includes a willingness to engage in social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

#### **Cultural Education**

Cultural development is concerned with the inherited ideas, beliefs, values and knowledge which constitute the society. Cultural learning includes understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. It also entails understanding, acceptance and respect for cultural diversity, demonstrated through attitudes towards different religious, ethnic and socio-economic groups in the local, national and

global communities. Finally, cultural education engenders a willingness to participate in, and respond to cultural opportunities, for example, artistic, musical, sporting and technological opportunities.

### **Delivery** - *How does it link to our curriculum and ethos?*

Our school ethos emphasises the nurture of the individual and the development of identity. Our aspirations and values ensure children experience success both in lessons and in extra-curricular activities; become independent and resilient learners; growing as people intellectually, spiritually and physically; enjoying warm relationships with their teachers and with each other; and are excited and inspired to challenge themselves within a safe and secure context.

Our evolving curriculum reflects this in identifying opportunities for personal growth and spiritual development, by focusing on moral issues such as conflict resolution, by including a clear focus on cultural enrichment through engagement with the Torah, visits to important cultural centres and opportunities to experience both classical and contemporary arts. In addition, the opportunities presented through the Jewish Learning elements of our curriculum help children to have a fully rounded approach to SMSC, combining the best elements of British and Western approaches with those of Jewish tradition along with elements of other belief systems.

### **Opportunities** - *How do we develop and promote SMSC at MJPS?*

We promote SMSC through whole school activities such as our ceremonies to start and end the week (*Havdala* and *Kabalat Shabbat*) and our morning tefila (prayer) which include stories, songs, prayers and opportunities for reflection. We also develop SMSC through collective activities such as collecting money for those in need *tzedak* and celebrations of both Jewish festivals and wider culture, for example Diwali, Christmas and World Book Day.

As the school grows teachers will be looking for opportunities to develop SMSC through the curriculum, through visits to sites of cultural significance such as art galleries and spiritual significance such as places of worship. We will also be looking to further links with other faiths and communities in order to facilitate understanding and appreciation of others' beliefs. Using the elements in our curriculum identified above, staff will be able to give children daily opportunities to engage in the experiences and thinking that promote this aspect of the curriculum.

### **Visitors and links with the community** - *What conditions relate to visitors invited into school?*

#### **In selecting visitors to come to the school, staff will be mindful of the following guidance -**

1. Speakers will be age appropriate, being able to demonstrate an appropriate register and tone for addressing the chosen age group.

2. Visitors will agree to subscribe to the school ethos on tolerance and respect for others, including avoiding making negative or racist comments, and using stereotypical images or views to portray other groups.
3. Visitors may be chosen to exemplify a particular belief system (such as Buddhism) or life choice (such as vegetarianism), but will, where appropriate, be balanced by another visitor presenting an alternative viewpoint. Wherever possible these balancing visits will be organised within the same term, and always within the same academic year.
4. When a visit involves a particular viewpoint which would normally require balancing, and where it is not possible to invite a visitor expressing a balancing viewpoint, school staff will ensure time is given in class to reflecting on the visit and ensuring that children are exposed to the countervailing views in order to ensure that a balance is struck between the opinions and beliefs discussed by the visitor.

**Inclusion:** *What about difference and diversity?*

Mosaic Jewish Primary School is an inclusive school. We aim to include all children in all our activities, regardless of faith or home background. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum and aim to make all our teaching fully inclusive. Through early identification of barriers to their learning and participation we work to ensure that all can engage in school activities with all other children but equally acknowledge the need for high expectations and suitable targets for all children, to ensure every child is challenged to do their best.

Recognising and respecting diversity as a positive element of our learning community, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against. MJPS's Equality Opportunities Policy will be followed and the use of stereotypes will always be challenged.

**MJPS and Israel**

The relationship between Eretz, Yisrael, the Land of Israel, and the Jewish people is integral to the faith and history of the Jews. (Genesis 15:7.)

The cycle of the Jewish festival year revolves around the traditional harvest festivals of Pesah (Passover), Sukkot (Feast of Tabernacles) (and Shavuot (Feast of weeks). In biblical times, Jews would take the fruits of their harvest to Jerusalem. Thus, our curriculum is framed within the agricultural cycle in Israel. Aspects of the geography and history of Israel will be integrated into the humanities curriculum as the pupils learn to compare similarities and differences of features and events in different parts of the world.

Our commitment to following the mitzvot (God's commandments) is linked closely both to ethical behaviour and to the health of the land. (Deuteronomy 11: 13 – 15)

These festivals also have an ethical and social action perspective. As a Jewish faith school, MJPS accepts its responsibility to work to 'mend' the world, Tikun Olam. At each of the

harvest festivals, we focus on a different social issue, for example homelessness, deprivation of liberty or freedom of religion. In this way, we fulfil our responsibility.

As a British Jewish School, our languages for prayer are English and Hebrew so, Ivrit, modern Hebrew, is the first foreign language that is taught at Reception whilst a second European modern language will be introduced at Key Stage 2.

The Land of Israel is a home to peoples of many faiths and MJPS is dedicated to promoting values of mutual respect, dialogue, and peace.

We shall be developing links with schools and cross-communal organisations across the world, including Israel.

MJPS is a non- political Jewish faith –based school that lives and promotes the British values of tolerance, respect and justice. Governors and Staff abide by agreed Codes of Conduct

Any political statements or actions by members of the Mosaic community are personal and do not reflect the views of MJPS.

**Organisation:** How does SMSC relate to SEAL and to PSHE/PSHCE?

The Spiritual, Moral, Social and Cultural approach is closely linked to SEAL: the Social and Emotional Aspects of Learning. SEAL is a specific approach which aims to embed these elements in a curriculum that includes dedicated classroom time as well as whole school assemblies and initiatives. The use of a SEAL curriculum is a useful element in achieving some elements of good SMSC education, however SEAL alone does not deliver all of the aims identified above.

SMSC also has links to PSHE/PSHCE, Personal, Social, Health and Citizenship Education. The PSHE Association notes that ‘PSHCE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and socio-economic communities.’ This includes learning about sex and relationships, drugs and alcohol, and the responsibilities of active citizenship. As with SEAL, there is an element of overlap and many activities within the PSHC education will relate to some of the SMSC aims identified above, however it is important to ensure that there is clarity of approach, whereby PSHCE at MJPS is a specific approach which embodies the guidance above on spirituality, morality, society and culture.

**Evaluation:** How do we know we are doing this well?

Ofsted note that ‘When considering how well the school promotes pupils’ SMSC, inspectors should take into account the impact of the range of opportunities provided for them to develop their self-esteem and confidence.’ and this holistic approach, focused on measurement of impact, will underpin the schools evaluation of SMSC at Mosaic Jewish Primary School.

We will evaluate our progress on SMSC as part of our school self-evaluation, and it will become a feature of our broader assessment of pupil's progress, as we develop this. Our evaluation will include

- Monitoring of teaching and learning
- Audit of lesson plans and schemes of work
- Sharing of classroom work and practice
- Evidence from pupils' work and pupil voice activities
- Feedback from parents and views from staff

The governing body will review this policy on a bi-annual basis.

**ACCEPTED & APPROVED BY THE FULL GOVERNING BODY**

**Chair of Governors:** .....

**Head Teacher:** .....

**Date:** .....

**Review Date:** .....