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Osmani Primary School

Reach For The Stars

Social Moral Spiritual and Cultural Development Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving Teamwork All Included Responsibility Success** ★

★ **Striving:** Our aim is that we are a school that:
- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ **Teamwork:** Our aim is that we are a school that:
- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included:** Our aim is that we are a school that:
- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility:** Our aim is that we are a school that:
- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success:** Our aim is that we are a school that:
- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development**

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- **celebrates our efforts and achievements**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.
We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.
The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

Rationale

A Thematic Approach

We want pupils to feel confident to make links between the knowledge they are acquiring and to be able to use their skills to develop their understanding of key concepts and ideas. To this end we have designed a curriculum based around cross-curricular topics that change each half term.

Building on Prior Learning

There is good evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between subjects and different areas of learning. A thematic approach will support pupils to develop a deeper understanding of the key knowledge, concepts and skills in each subject by building on prior learning and making meaningful connections.

A curriculum for OUR school

We have carefully designed the thematic curriculum to ensure there is appropriate coverage of the National curriculum subjects, in a way that reflects our school community and supports our values and ethos as well as covering the programs of study in the National Curriculum. The Thematic Curriculum forms part of our whole school curriculum.

Monitoring of Teaching and Learning

The teaching and learning of SMSC is monitored through work surveys, planning, classroom observations and individual, class quizzes for foundation subjects. The TLLs and members of the SMT will do this. Feedback will be given highlighting strengths and areas that need developing.

SPIRITUAL DEVELOPMENT

Last Review Date:Summer 2026
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At Osmani Primary School we recognise that pupils who are developing spiritually are likely to develop some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- an awareness and understanding of their own and others' beliefs; a respect for themselves and for others;
- a sense of empathy with others, concern and compassion;
- an ability to show courage in defence of their beliefs;
- a readiness to challenge all that would constrain the human spirit, for example, poverty of aspirations, lack of self-confidence and belief, moral neutrality or indifference, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- a respect for insight as well as knowledge and reason;
- an ability to think in terms of the 'whole' for example, concepts such as harmony, interdependence, scale, perspective; and an understanding of feelings and emotions and their likely impact.

Our School aims to encourage spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils the opportunity to understand human feelings and emotions. The way they impact people and how an understanding of them can be helpful;
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which; value pupils' questions and give them space for their own thoughts, ideas and concerns;
- enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what' questions; and monitoring in simple, pragmatic ways, the success of what is provided.

Last Review Date:Summer 2026

Next Review Date: Summer 2028

MORAL DEVELOPMENT

At Osmani Primary School we recognise that pupils who are morally aware are likely to develop some or all of the following characteristics:

- an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- confidence to act consistently in accordance with their own principles;
- an ability to think through the consequences of their own and others' actions;
- a willingness to express their views on ethical issues and personal values;
- an ability to make responsible and reasoned judgments on moral dilemmas;
- a commitment to personal values in areas which are considered right by some and wrong by others;
- a considerate style of life;
- a respect for others' needs, interests and feelings, as well as their own;
- a desire to explore their own and others' views; and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school aims to encourage pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting racial, religious and other forms of equality;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- rewarding expressions of moral insights and good behaviour;
- modelling, through the quality of relationships and interactions the principles which we wish to promote – for example fairness, integrity, respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Last Review Date:Summer 2026

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SOCIAL DEVELOPMENT

At Osmani Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour;
- relate well to other people's social skills and personal qualities;
- work successfully, as a member of a group or team;
- share views and opinions with others, and work towards consensus;
- resolve conflicts;
- reflect on their own contribution to society and to the world of work;
- show respect for people, living things, property and the environment;
- benefit from advice offered by those in authority or counselling roles;
- exercise responsibility;
- appreciate the rights and responsibilities of individuals within the wider social setting;
- understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- participate in activities relevant to the community; and
- understand the notion of interdependence in an increasingly complex society.

Our school aims to encourage pupils' social development by:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values;
- promoting racial, religious and other forms of equality;
- encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing opportunities for pupils to exercise leadership and responsibility;
- providing positive and effective links with the world of work and the wider community;
- monitoring in simple, pragmatic ways, the success of what is provided.

Last Review Date:Summer 2026

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CULTURAL DEVELOPMENT

At Osmani Primary School pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values and those of others;
- an ability to reflect on important questions of meaning and identity;
- an interest in exploring the relationship between human beings and the environment.

Our school aims to encourage pupils' cultural development by:

- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- extending pupils' knowledge and use of cultural imagery and language;
- encouraging them to think about special events in life and how they are celebrated;
- recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance; developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits;
- reinforcing the school's cultural links through displays, posters, exhibitions, etc.;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- and monitoring in simple ways, the success of what is provided.

Special Education Needs and Disability

All children will have access to SMSC regardless of ability levels. Planning is modified to ensure this and support staff used effectively when in class, to provide additional support where needed.

High Achieving, Exceptionally Higher Achieving and Multi-Exceptionality Pupils

Pupils who are exceptionally higher achieving are provided with opportunities to engage in challenging, enriching activities that foster personal growth, critical thinking, and a deeper understanding of societal, moral, spiritual, and cultural issues.

Resources

Resources can be located in various subject resource rooms depending on what is required.

Health and Safety

Staff must ensure that the learning environment in school provides safe working practices and is in accordance with the schools Health and Safety Policy. Safety equipment must be worn when necessary. When planning lessons, staff need to adhere to any safety warnings specified in the schemes that are used.

Enrichment and Extracurricular Activities

We encourage trips to approved museums and workshops. We have workshops delivered by external agencies to promote SMSC. We deliver after school clubs which develop children's understanding of SMSC.

Parental Involvement

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Parents meetings are held three times a year where they have the opportunity to look through books and discuss their child's progress. Parental support is encouraged on class trips. Parents and carers are also invited to faith assemblies, class assemblies as well as other key events.

Monitoring and Evaluation of Policy

This policy will be monitored through e.g. planning, book scrutiny, lesson observations, moderation meetings, drop in by the SLT, learning walks, focus groups, end of unit assessments as well as keeping abreast of national policy changes.

This policy will be evaluated through termly or annual reports by the post holder to the Headteacher and Governing Body. This evaluation will also inform school priorities.

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