

SMSC Policy

Spiritual, Moral, Social and Cultural Policy
including promoting fundamental British values



Contents

Mission Statement

Aim

1. Introduction	3
2. Promoting fundamental British values	3
3. Curriculum Opportunities	5
4. Spiritual Development	5
5. Moral Development	5
6. Social Development	5
7. Cultural Development	6
8. Curriculum Planning	6
9. Skills for Learning	6
10. Assessment and Record Keeping	6
11. Equal Opportunities and Inclusion	7
12. Role of the SMSC Co-ordinator	7
13. Partnership with Parents	7
14. Role of the Governing Body	7
15. Monitoring and Review	8
16. Relevant Policies and Documentation	8

Mission Statement

Life is an adventure, embrace it
Life is a challenge, meet it
Life is an opportunity, capture it

Aim

The school curriculum and extra-curricular opportunities aim to promote children's spiritual, moral, social and cultural development. These will prepare all children for the opportunities, responsibilities and experiences of a culturally rich society. All children will be given opportunities to explore social and moral issues, and develop a sense of social and moral responsibility.

As a Christian School, rooted in the teachings, values and spiritual life of the Church of England, we aim to support the development of children's spiritual, moral, social and cultural values by:

- providing opportunities for children to learn about and understand people who are from different cultures, beliefs and backgrounds.
- Enable children to develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, *responsible* citizens.
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school, local churches and communities.
- Enable children to develop an understanding of their individual and group identity by helping them to recognise their own worth and to work well with others.
- Support children to understand and *respect* our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

1. Introduction

- 1.1. We recognise that the personal development of children spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.
- 1.2. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.
- 1.3. SMSC is not confined to specific time during the week, but is integral to every aspect of school life and will be explored where appropriate during lessons and as part of wider school opportunities; such as the School Council, Fantastic Fridays and the School House System.

2. Promoting Fundamental British Values

- 2.1. In November 2014, the DfE published advice for maintained schools on 'Promoting fundamental British values as part of SMSC in schools'. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirements in the 2001 Act.
- 2.2. It is expected that children should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Children should be made aware of the difference between the law of the land and religious law.
- 2.3. The list below describes the understanding and knowledge expected of children as a result of promoting fundamental British values.
 - an understanding of how citizens can influence decision-making through the democratic process;
 - an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
 - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

2.4. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that the school can take:

2.5. The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

3. Curriculum Opportunities

3.1. Development in SMSC and fundamental British values will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Much of this will be within the context of Religious Education and PHSE

lessons, but there will be opportunities within other curriculum areas, e.g. in English when studying a culturally rich text.

- 3.2. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Class discussions and circle time will give children opportunities to develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally, e.g. empathy, respect, tolerance, sensitivity, critical awareness.

4. Spiritual Development

- 4.1. As a school we aim to provide learning opportunities that will enable children to:
 - Sustain their self-esteem in their learning experience.
 - Develop their capacity for critical and independent thought.
 - Foster their emotional life and express their feelings.
 - Experience moments of stillness and reflection.
 - Discuss their beliefs, feelings, values and responses to personal experiences.
 - Form and maintain worthwhile and satisfying relationships.
 - Reflect on, consider and celebrate the wonders and mysteries of life.
 - Recognise and reflect on approaches to Spiritual Development within the Christian and other faiths.

5. Moral Development

- 5.1. As a school we aim to provide learning opportunities that will enable children to:
 - Develop the skills to distinguish between right and wrong.
 - Recognise the unique value of each individual.
 - Listen and respond appropriately to the views of others.
 - Gain the confidence to cope with setbacks and learn from mistakes.
 - Take initiative and act responsibly with consideration for others.
 - Show respect for the environment.
 - Make informed and independent judgments.

6. Social Development

- 6.1. As a school we aim to promote opportunities that will enable children to:
 - Develop an understanding of their individual and group identity.

- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

7. Cultural Development

- 7.1. As a school we aim to promote opportunities that will enable children to:
- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
 - Recognise Christianity and other world faiths.
 - Develop an understanding of their social and cultural environment.
 - Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

8. Curriculum Planning

- 8.1. Staff will note on medium term and short term planning when aspects of SMSC are being explored within lessons.
- 8.2. Where staff move away from the plan to discuss particular issues relevant to their class this will be noted on planning.

9. Skills for Learning

- 9.1. As noted in the aims for this policy P.S.H.E. using the Family Links programme supports children to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

10. Assessment and Record Keeping

- 10.1. In Foundation Stage assessments will be recorded against the Personal Social and Emotional Development early learning goals.
- 10.2. In Key Stages one and two staff will report on children's attitude to learning and contribution to school life within the end of year report.
- 10.3. All staff will contribute towards the school SMSC portfolio, which is compiled by the SMSC Coordinator.

11. Equal Opportunities and Inclusion

- 11.1. At Tackley Church of England Primary School we are committed to provide all children with an equal entitlement to teaching and learning and opportunities regardless of race, gender, culture or class.
- 11.2. Adults in the classroom will ensure that all teaching and activities meets the needs of all children including those with Special Educational Needs and Disabilities or those who have been identified as Gifted and Talented. Gifted and Talented provision may be supported, when needed by the Marlborough School if deemed appropriate.

12. The Role of the SMSC Coordinator

- 12.1. Raise awareness amongst all staff of their contribution to the children's SMSC development and agree the overall aims, objectives and priorities.
- 12.2. Establish a shared view of best practice to which all children are entitled.
- 12.3. Lead policy development.
- 12.4. Agree the main priorities for the children's SMSC development and identify the major opportunities for meeting these priorities across the curriculum.
- 12.5. Monitor and evaluate the relevant section of the School Development Plan and SIAMS Self-evaluation, including children's responses and report back to the Head teacher/Governing Body at regular intervals.
- 12.6. Order and monitor resources.
- 12.7. Attend School Council meetings and action plan with children to implement improvements.

13. Partnership with Parents

- 13.1. Parents are able to ask for a copy of this policy and make an appointment to discuss with the Coordinator or Class teacher if required.
- 13.2. Within the Early Years Foundation Stage, parents support children to complete an All About Me book. Non-Christian festivals that families celebrate will be discussed within the class, with parents invited to share information when appropriate.

14. Role of the Governing Body

- 14.1. As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to teach the Early Years Foundation Stage Framework, The National Curriculum and the Agreed Syllabus for Religious Education.

- 14.2. It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:
- 14.3. Monitoring the School Development Plan and SIAMS Self-evaluation and meeting with the member of staff taking a lead on SMSC development.
- 14.4. Monitoring the effectiveness of The School Council, and arranging a termly visit to a School Council meeting by a member of the Governing Body.

15. Monitoring and Review

- 15.1. This policy is a working document. Therefore, it is open to change and restructure as and when appropriate.
- 15.2. This policy will be reviewed bi-annually by the Senior Management Team in School.
- 15.3. The School Council will be encouraged to engage in decision-making or consultation about SMSC issues and the impact the SMSC Policy has on the school and wider community.

16. Relevant Policies and Documentation

- 16.1. This policy should be read in conjunction with these documents:
 - Religious Education
 - Collective Worship
 - Equal Opportunities
 - PSHE
 - Inclusion
 - Behaviour Policy
 - Anti-Bullying
 - Promoting fundamental British values as part of SMSC in schools (DfE November 2014)