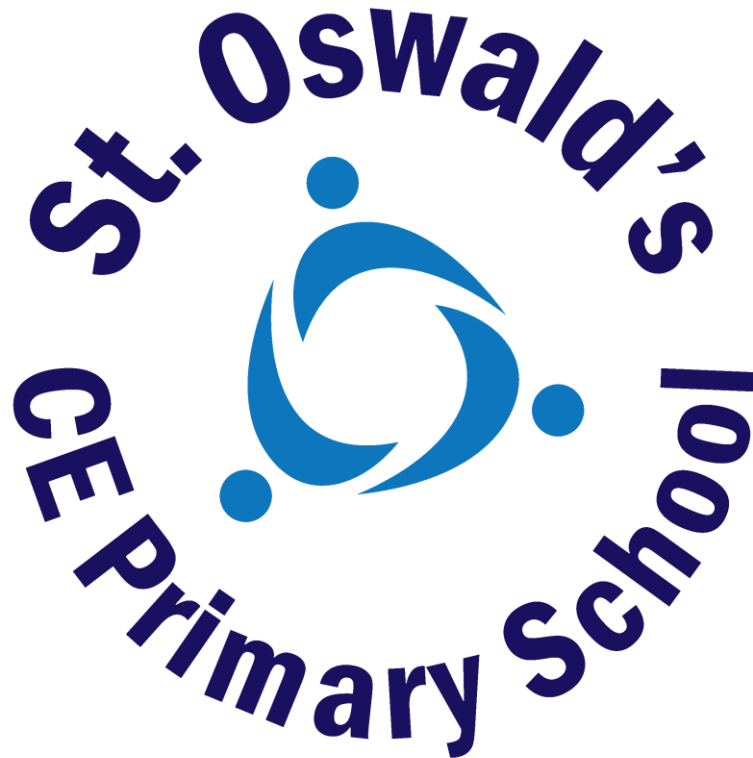


# St Oswald's CE Primary School and Nursery

Spiritual, Moral, Social & Cultural (SMSC) Policy including British Values



Inspire – Embrace – Succeed

“...I came so that they may have life and life to its fullest”

John 10:10

Review Date: December 2019

Next Review: December 2022

## **POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (S.M.S.C.)**

### **1. Introduction**

1.1 At the heart of our ethos is John 10:10 '...I came so that they may have life and life to its fullest.' In order for all to achieve their potential we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils 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 their cultures.

1.2 The National curriculum has two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

1.3 These two aims reinforce each other. SMSC plays a significant part in having the ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.4 Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

1.5 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

1.6 Children should understand the need for rules and the need to abide by rules for the good of everyone. The school rules promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

1.7 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

### **2. Aims of S.M.S.C.**

2.1 To ensure that everyone connected with the school is aware of our values and principles.

2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.3 To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

2.4 To ensure that children know what is expected of them and why.

2.5 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.6 To enable children to develop an understanding of their individual and group identity.

2.7 To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

2.8 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

### **Learning and Teaching**

3.1 Spiritual Development – 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.

3.2 Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- Recognise the challenge of religious teaching particularly that of Jesus.
- 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
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

3.3 Social Development – as a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged.

3.4 Cultural Development – as a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how a school we aim to promote opportunities that will enable pupils to:
- Recognise Christianity as a world wide faith.
- Develop an understanding of their social and cultural environment.

3.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. However, where appropriate, within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. (See Appendices 1 and 2).

3.6 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

3.7 Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death, etc
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

3.8 Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Communicating high expectations of behaviour at all times e.g at lunch time, modelled by table monitors.
- Taking responsibility e.g. class monitors, lunch monitor, collective worship leaders, play leaders, school council and looking after younger children.
- Encouraging teamwork in PE and games and other curriculum subjects.
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Listening to and appreciating music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festivals on the church calendar, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops or through theme weeks.
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments

- Studying the contributions to society that certain famous people have made

#### 4. Links with the wider community

- Visitors are welcomed into our school
- Links with the local church are fostered. The clergy lead collective worship weekly in school.
- Where possible, classes make a visit to the local church to support the understanding of a wider Christian community.
- The school supports the work of a variety of charities.
- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with the local high school, to support the primary curriculum e.g visiting their animal centre, and effective transition, is timetabled into the school calendar.

#### 5. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Our normal monitoring schedule observations
- Discussions at staff and Local Academy Board meetings
- Audit of policies
- Sharing of classroom work and practice

#### 6. Inclusion

At St. Oswald's we want every member of our school family to 'Inspire, Embrace, Succeed' and this reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

#### 7. Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is the deputy headteacher.

#### 8. SMSC and Fundamental British Values

Advice from the DfE document, 'Promoting fundamental British values as part of SMSC in schools', November 14, states that:

"Schools should promote the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance** of those with different faiths and beliefs." See

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Actively promoting the values means challenging opinions or behaviours that are contrary to fundamental British values. At St Oswald's, attempts to promote systems that undermine fundamental British values would be completely at odds with our duty to provide SMSC. We abide by the Teacher's Standards which expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

At St. Oswald's, through our provision of SMSC, we should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

(‘Promoting fundamental British values as art of SMSC in schools’- DfE November 2014)

Examples of actions at St. Oswald's:

- Include in suitable parts of the curriculum, as appropriate for the age of pupils, an understanding of 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 providing opportunities to promote the process e.g. voting for school council representatives.
- Use news stories as a focus for debate; use general/local elections to promote fundamental British values and to 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.
- Consider the role of extra-curricular activities in promoting fundamental British values.

## Appendix 1

### SMSC – Where can we see these things in our curriculum?

#### Music

- Singing- promoting a sense of belonging and community.
- Responding to types of music, emotionally and physically.
- The freedom of making music and how it makes you feel.
- Giving a sense of well-being; inspirational.
- Performance – growing in confidence; self-worth and self-belief.

#### Art

- Being creative.
- Being inspired.
- Evoking awe and wonder.
- Emotional responses.
- Expressing individuality.
- Exploring colour – how does it make you feel?

#### PE

- Teamwork.
- Learning to respect your body.
- Personal and social development.
- Being competitive.
- Self expression through movement.

#### Maths

- Quantities – infinity and beyond.
- How the world works through maths (like the pyramids).
- Maths in nature.

#### Science

- The miracle of life; circle of life.
- Amazing discoveries,
- Wonder when investigating how the body works.
- Respecting and understanding people who have striven for change against the odds.

#### English

- Empathy with characters, new places and worlds; fantasising and using imagination.

- Exploring the power of words.
- Responding to poetry – the purpose and impact of words and how we connect with them.
- Learning how to be expressive and discuss emotions.

## **PSHE**

- Reflection and thinking time.
- Current affairs
- Exploring the bigger picture.
- Understanding feelings (their own and others).
- Acknowledging and accepting feelings and emotions and how to deal with them.

## **History**

- How people in the past shaped our lives.
- World leaders.
- Learning about people who have made a difference e.g. Nelson Mandela.

## **Geography**

- How world resources are deployed and how lucky we are to have food, shelter, health care.
- Awe and wonder at what is around us: rivers, mountains, the landscape, continents and oceans.
- The local environment (forest school).

## **RE**

- Give knowledge and develop understanding.
- Role models in religion – exploring values, attitudes and positive behaviour.
- Reflecting on Bible stories and making a link with their experiences.

## **DT**

- Being creative; making links to stories in the Bible e.g. the story of creation and Noah's Ark.

## Appendix 2

### What is Spirituality?

It is the awe and wonder we feel when we see things in our daily life and in the wider world.

It is encompassed in those moments of reflection that often provoke emotional responses.

It is finding contentment; being at peace with one's self.

It is a code of conduct for living – spirituality gives us moral guidance.

It is a moral compass for life which gives us purpose and helps us to work out where we fit in.

It is the realisation that we are part of a wider plan; a sense of belonging.

It is about reflection, asking questions and responding to challenges.

It is an ongoing search for meaning through exploration and discovery.

It is having belief.

It is accepting that you don't always have to understand – some things just are.... an appreciation of things beyond our comprehension.

It is knowing who you are, your place in the world and the value that you have.

It is knowing that you have a responsibility for the choices you make and, in doing so, affect your own destiny and that of others.