



SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Date Adopted: Propose November 2020
Author/owner: Kate Fairbrother Headteacher
Anticipated Review: November 2021

What is SMSC?

It is the Spiritual, Moral, Social and Cultural development of the children in our school. This is not a separate subject that is taught explicitly but an aspect of learning that should be present in lessons and behaviour in school. Some lessons lend themselves more easily to direct SMSC development such as PSHE and RE. We also aim to develop SMSC through assemblies, behaviour expectations and our attitudes in school. (Ofsted have provided definitions which are below)

British Values

As articulated in the Government's 'Prevent' strategy of 2011 we have a focus on the core British values which are: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and belief.

Through our SMSC provision we:

- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage children 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 children 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 children to acquire an appreciation of and respect their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect on the basis on which the law is made and applied in England.

This underpins our ethos to developing SMSC in school. We ensure opportunities for developing the British Values through our SMSC. To see examples that relate to the British Values specifically please see the document below (British Value Development Opportunities)

How do we ensure there are opportunities for SMSC development?

At Landkey Community Primary Academy, we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We want to give each child the opportunity to explore social and moral issues; develop a sense of social and moral responsibility and promote the British Values. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- Their own values and beliefs
- Their own spiritual awareness
- Their own high standards of personal behaviour
- Their team and collaborative skills
- A positive, caring attitude towards other people
- An understanding of their social and cultural traditions
- An understanding of democratic processes and the law in England
- An appreciation and acceptance of the diversity and richness of their cultures
- Their opportunities to experience other cultures
- Their ability to celebrate each other's successes
- Their access to a range of educational visits

Our opportunities for SMSC development are continuously changing and evolving.

Links with the Wider Community

- Visitors are welcomed into our school
- Links with the local churches are fostered
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- The school supports the work of a variety of charities
- The development of a strong home-school agreement 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 local secondary schools to support the primary curriculum and effective transition, takes place regularly

Showing the impact of SMSC

We use interviews and questionnaires to see the impact on the children's development. We also look at their topic work and PSHE work in class. Staff, Governors and Parents are given questionnaires about how SMSC impacts on the children's development to give us the whole picture from different points of view.

Ofsted Definitions of SMSC for Primary Children

Spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC education at Landkey Community Primary Academy aims to be:

A thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being to enable them to thrive in a supportive, highly cohesive learning community.

Purpose

At Landkey Community Primary Academy 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 provide 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 the cultures in the United Kingdom and the wider world.

By actively promoting these values, we will challenge opinions or behaviours in school that are contrary to fundamental British values.

General Aims

- To ensure that all children have a voice, that is listened to via the democratic process of our School Council
- To ensure that everyone connected with the school is aware of our aims, values and ethos
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Develop their emotional literacy and enable them to express their feelings and respect and value others
- 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
- Explore the surrounding world using imagination and creativity

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks, learn from mistakes, and understand consequences
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong and to respect school rules and the law
- Investigate moral and ethical issues
- Show respect for the environment
- Make informed, independent and reasoned judgments
- Value individual liberty

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 their part in the school and wider community
- Begin to understand social justice and a concern for the disadvantaged
- Understand their responsibility to influence decision-making in the communities they belong to, including respect for democracy and participating in the democratic process
- Develop effective social skills
- Use social skills in different contexts
- Work well with others
- Learn to co-operate and to resolve conflicts with increasing independence
- Know that rules and laws protect us and are essential for our well-being and safety
- Learn how to argue constructively and defend their point of view

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
- Participate in cultural opportunities
- Recognise and develop an understanding of world-wide faiths, traditions and cultures and their contribution to our society
- Understand, accept, respect, be tolerant of and celebrate diversity and know that it should not be the cause of any prejudice or discrimination
- Develop an understanding of their social and cultural environment

How will we do this?

Teaching and Organisation

Development in SMSC will take place in R.E., Art, Music, P.E. , P.S.H.E. and across all curriculum areas, within activities that encourage pupils 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.

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

Links with the Wider Community

- Visitors are welcomed into school
- Links with religious communities in our local area are sought. We use local places of worship for our curriculum work
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- Through extra-curricular opportunities
- Through links with our local Secondary Schools, Petroc College and University of Exeter
- Through working in partnership with our PTA to provide a link that is effective, engaging and all-inclusive
- Through links with local charities such as The Freedom Centre, The North Devon Air Ambulance, Over and Above, The North Devon Hospice, The Children’s Hospice South West, The Dogs Trust and our chosen school charities

Promotion of fundamental British Values

British Value	Activities	Impact
Democracy A democracy is a system where people are able to decide how their country or community should be run.	Assembly Themes PSHE curriculum Election of school council Mock trial in Year 6 Creative Curriculum and individual curriculum subjects Rotas – children taking on responsibility for ‘jobs’ within classroom on a ‘fair’ basis SEND policy and practices Voting in class Creation of classroom rules each term – together Parent View Democracy in our own and other countries Sustainable Learning Goals	Stakeholders, including children, staff and parents feel they influence and impact the way the school is run and that this has a positive impact.
Rule of Law No one is above the law.	Class rules negotiated each term School rules Behaviour system – ‘the traffic lights’ Expectations of teacher, TAs, school staff Assembly Themes Creative curriculum and individual curriculum subjects Parent Consultations/Home School diary and other forms of communication building relationships with stakeholders Exclusions Racist incidents folder Safe-guarding records Holding staff to account Performance Management of all staff Training staff	Children , staff and parents feel ‘safe’ as a result of clear policies, rules and expectations and in the knowledge that issues will be followed up robustly.
Liberty Freedom to live as	Assembly Themes Creative Curriculum themes and individual curriculum subjects	Children, staff and parents feel they can act

<p>you wish and believe what you wish within the law.</p>	<p>Food Bank Charity support (Freedom Centre) Pupil Voice regarding topic themes and input into curriculum design Celebrations across faiths Class Rules School Behaviour Policy PSHE themes Sustainable Learning Goals</p>	<p>independently and autonomously within the agreed, shared and accepted frameworks.</p>
<p>Respect and Tolerance</p> <p>Admiration for someone's skills or qualities and a willingness to accept someone else's beliefs even though they may be different from your own.</p>	<p>PSHE Curriculum Creative Curriculum and individual curriculum subjects Playground 'buddy' system Prefects in Year 6 Assembly themes Extra-Curricular Clubs Celebration assemblies Website – achievements, galleries, blogs SEND policy and practices Anti-discrimination recruitment procedures and policies PREVENT training Sustainable Learning Goals</p>	<p>Skills and qualities are recognised in a multitude of different ways. Children, staff and parents respect each other's views and beliefs and have strategies for dealing effectively with differences. Discrimination is not tolerated.</p>