



Spiritual, Moral, Social and Cultural (SMSC) Policy

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Statement of Intent

Being GOOD LEARNERS and showing ACCEPTANCE, RESPECT and KINDNESS is encouraged and always modelled. These GARK values underpin all the teaching and learning at Southfields and prepare the children for the diverse world we live in. Pupil's Social, Moral, Spiritual and Cultural development are at the forefront of all teaching and learning. Children are given opportunities to develop their self-knowledge, self-esteem and self-confidence regularly. They are equipped to distinguish right from wrong, respect the civil and criminal law of England and accept responsibility for their behaviour. Understanding how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely is vital. Children develop appreciation for and harmony between different cultural traditions by respecting their own and other cultures, respecting other people, and respecting democracy (including respecting the basis on which law is made and applied in England)

Southfields Primary School's GARK values of Good Learning, Acceptance, Respect and Kindness underpin the teaching of SMSC (Spiritual, Moral, Social and Cultural Education)

1. What is Spiritual, Moral, Social and Cultural Education?

1.1 The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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

1.2 The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

1.3 The Social Development of children 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
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values (see the British Values statement on the school website) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitude towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

1.4 The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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

2. Planning (Implementation)

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority of SMSC will be delivered through our ongoing GARK values and cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

2.1 How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school

2.2 Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school GARK Values	RE curriculum plans, include a multi-faith approach based upon the Coventry SACRe document. Visiting places of worship Whole school assemblies and celebrations Outdoor learning Residential visits Harvest, Christmas and Easter celebrations. Diwali, Eid and celebrations of other faiths. Visits from faith groups Time to reflect upon learning and experiences

2.2a Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

2.3 Moral Development

The school has developed a climate within which all children can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
Pastoral Team support School Behaviour Policy and Code of Conduct Antibullying and Dignity at Work Policy Religious Education curriculum Pupil Voice Taking part in Charitable projects	Regular reviews of Behaviour Anti-bullying activities and Antibullying Ambassadors E-Safety teaching Whole school Assemblies and the explicit discussion of school values communicated to parents and carers through newsletter Circle times Child participation in a range of pupil groups: School Council, Playground Buddies, Sports events on and offsite

2.3a Children are supported to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop 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

2.3b Pupil moral development is developed 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
- 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.

2.4 Social Development

Social Development	
Provision	How it is evidenced
PSHE Curriculum Working together in teams Pupil Voice Extra-curricular activities Outdoor Education PE curriculum Cross phase working (Buddying)	Implementation of Family Links through class circle times Pupil Groups including: School Council, Ambassadors, playground buddies Residential visits in year 6 Educational visits Afterschool clubs Singing lessons with peripatetic teacher Participation in Morning of Music Transition visits Reading Buddies Participation in Charity support: Children in Need, Red Nose Day Participation in Sporting events School house sports competitions

2.4a At Southfields Primary School teachers 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
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

2.4b Pupil social development is developed 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 experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions

- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, acceptance, kindness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- 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

2.5 Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Cultural Development	
Provision	How it is evidenced
Our own diverse pupil intake and staff team. School Visits MFL	School visits to museums, galleries, theatre visits Partnership Dance workshops Opportunities to take part in school productions Singing teaching Opportunities for instrumental lessons Visits from people of different cultures MFL teaching Sports Day

2.5a Children who are becoming culturally aware are likely to be developing some or all the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

2.5b Cultural development is developed by:

- 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 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
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits