

Spiritual, Moral, Social & Cultural Policy (SMSC)

**Approved by the Full Governing Board
On
14 November 2017**

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DOCUMENT CONTROL

Authorisation

Authorised by: Full Governing Board

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Change History

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T Farrelly	Policy adopted via The Key with an additional link to DFE requirement to teach British Values	8/5/15	0.1
A Green		19/7/16	0.2
J. Squires		19/10/17	0.3
FGB	Approved by the Full Governing Board	14.11.17	1.0

Document References

#	Title	Date	Version
Ofsted	Handbook – paragraph 131- 134		
http://www.doingsmsc.org.uk/	What is SMC?	19/7/16	

Distribution List

Name	Date	Method
Parents	May 2015	MLE
Staff & Governors	May 2015	MLE

INTRODUCTION

Purpose

AIMS

At Courtwood Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent, visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. This is taught through the 'Courtwood Ripple', Personal Social Health Education (PSHE) and Sex and Relationship Education (SRE).

Resilience

Independence

Perseverance

Practise

Listening

Effort

Background

DEFINITIONS:

Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which form 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

Pupils' 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.
- Building the skills to recognise when others need help and how we can offer this.

Social Development

Pupils' 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, special needs, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, co-operating 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

Pupils' social 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.
- Children will see themselves as global citizens of our modern world.

Abbreviations

Abbreviation	Meaning
PSHE	Personal, Social, Health and Emotional
RE	Religious Education
MFL	Modern Foreign Languages
SEAL	Social and Emotional Aspects of Learning
SRE	Sex and Relationship Education

POLICY

PLANNING:

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 will be delivered through cross curricular activities as well as specific PSHE, SRE, RE and Circle Time activities.

SPIRITUAL DEVELOPMENT:

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

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

The school will develop 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.

MORAL DEVELOPMENT:

At Courtwood Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- 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 the needs, interests and feelings of others 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.

Our School develops pupil 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
- 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, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups and SEAL/PSHE/Circle Time Sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem, through praise, stickers, merits, behaviour stars and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

SOCIAL DEVELOPMENT

At Courtwood 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

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

Our school develops pupil 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 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, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an 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 opportunities for mainstream children to mix and learn with children from the ELP.

CULTURAL DEVELOPMENT

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, Art and many other curriculum areas. This is shown in our Foundation plans.

Pupils who are becoming culturally aware are likely to be developing some or all of 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

Our school develops pupils' cultural development 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 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.
- Reinforcing the schools' 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.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL and School Council.

Promotion/Enrichment of British Values

Through the provision of SMSC schools should ensure they actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to socially more widely.
- Enable pupils 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 pupils to acquire an appreciation of and respect for their own cultures.

- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Age

Being or becoming a transsexual person

Being married or in a civil partnership

Being pregnant or having a child

Disability

Race, including colour, nationality, ethnic or national origin

Religion, belief or lack of religion/belief

Sex

Sexual orientation

Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

The balanced presentation of opposing views applies whilst pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere

'the social development of pupils will be shown, in part, by their acceptance of and engagement with fundamental British values, developing and demonstrating the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain' **Ofsted Handbook paragraph 131-134.**

The Teachers' Standards 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.

Schools that promote fundamental British values will develop the understanding and knowledge of pupils in the following areas:

- 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 well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that whole 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 faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

Examples of actions that school can take are:

- Include, in the curriculum, as appropriate for the age of pupils, materials on the strengths, advantages and disadvantages of democracy; how democracy and the law works in Britain, contrasting it to other forms of government in other countries.
- Ensure that all pupils within the school have a voice that is listened to; 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 elections to hold mock elections to promote 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 range of sources to help pupils understand a range of faiths.

In summary, school should promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

ASPECTS COVERED IN EACH YEAR GROUP	
RECEPTION	Sharing/Turn taking/WMaG friend/Celebrations/People who help us/circle times/Understanding the world Whole school – links to political events (School council/ Brexit / General Election)
YEAR 1	Class rules/Special helpers/Social interaction/church visits/RE Festivals Whole school – links to political events (School council/ Brexit / General Election)
YEAR 2	Class rules/Special helpers/Social interaction/church visits/RE History – Life in 1953 The Queen and the British Empire Whole school – links to political events (School council/ Brexit / General Election)
YEAR 3	Class rules/Special helpers/Social interaction/church visits/RE Harvest assembly/playground buddies/Visit to local church Inviting local guests to school Whole school – links to political events (School council/ Brexit / General Election)
YEAR 4	Class rules/Special helpers/Social interaction/church visits/RE Easter assembly/Circle time/Philosophy History – my life in 1916.

	<p>CUES ED 2016</p> <p>Court case in Literacy/Visit to Buddhist centre</p> <p>Whole school – links to political events (School council/ Brexit / General Election)</p>
YEAR 5	<p>Metro Bank/SEP activities/Easter church visit</p> <p>Whole school – links to political events (School council/ Brexit / General Election)</p>
YEAR 6	<p>Harvest boxes/Tea with the local community/fund raising for school trip/team captains</p> <p>Whole school – links to political events (School council/ Brexit / General Election)</p>
School Council	<p>Christmas food collection, donated to the Croydon Food Bank.</p> <p>Campaign and collection of shoe boxes (love in a box) appeal for refuges.</p> <p>Campaign to recycle all our Christmas cards.</p> <p>Supporting the EU Referendum / General election campaigns.</p> <p>Supporting the British Values section of the school web site.</p>

QUESTIONS	EVIDENCE
<p>How do we promote the values of democracy in</p> <p>(a) Class/Lessons (b) Wider school life</p>	<p>Voting for school council/Looking after our environment/class rules and routines</p> <p>Voting for team captains/class monitors and reading leaders</p> <p>Team points</p> <p>JRSOs – Road safety</p> <p>Visits from local police</p>
<p>How do we promote the importance of identifying and combating discrimination?</p> <p>Individual liberty Mutual respect</p>	<p>PSHE/SEAL</p> <p>World History</p> <p>RIPPLE</p> <p>Celebrating diversity through family learning week</p> <p>Anti-bullying week</p> <p>Dealing with conflicts fairly</p> <p>Integration of children in our Enhanced Learning Provision</p> <p>School council</p> <p>pupil voice</p>
<p>How do we ensure that pupils understand that the freedom to choose and hold other faiths and beliefs is protected by law?</p> <p>Individual liberty Mutual respect</p>	<p>RE curriculum</p> <p>Celebrating religious festivals</p> <p>Trips to religious buildings</p> <p>Religious leaders in assembly</p> <p>Teaching resources</p> <p>British Values assembly termly.</p>
<p>How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?</p>	<p>Show and Tell</p> <p>Family Learning Week that includes sharing cultural experiences</p> <p>Assemblies</p> <p>Celebrating difference through teaching and learning</p>

<p>Individual liberty</p> <p>Mutual respect</p>	<p>Encouraging and celebrating individuals.</p> <p>Culture and Diversity week 2016.</p> <p>Supporting other nations in need during charity collections e.g. Syria.</p>
<p>How do we enable students to understand the difference between the various judiciary systems in the UK?</p> <p>The rule of law</p>	<p>School rules</p> <p>Police visits</p> <p>Sanctions and consequences</p> <p>PSHCE lessons</p> <p>School elections and campaign; EU Referendum and Head teacher competition.</p>
<p>How our pupils made aware of the differences between the law of the land and religious law?</p> <p>The rule of law</p>	<p>Assemblies</p> <p>School ethos and expectations</p> <p>Class rules</p> <p>RE lessons – focus on moral of the story.</p>
<p>How do we challenge opinions or behaviours that are contrary to British Values?</p>	<p>Philosophy for children (P4C)</p> <p>Working with parents</p> <p>Circle Times</p>

Values to be encouraged in all pupils are:

- Treating others with tolerance and respect
- Being inclusive and accepting of difference
- Engaging with others with generosity, particularly when they are in difficulty
- Aspiring for the highest standards

- Behaving with honesty and integrity
- Taking care of and being responsible for our environment

KEY FEATURES OF SMSC AT COURTWOOD PRIMARY SCHOOL

ACTIVITIES	SPIRITUAL	MORAL	SOCIAL	CULTURAL
Pre-After School Clubs	√		√	
Assemblies	√	√	√	√
Charity Support	√	√	√	
Competitions	√		√	√
Learning Walks	√		√	
Themed Days/Weeks	√	√	√	√
Trips & Excursions	√		√	√
School Council Involvement	√		√	
Is SMSC evident when pupils/staff move around the school?	Yes			
Do classroom/corridor entrance displays reflect an SMSC environment?	More to do			
Does school website reflect SMSC ethos?	Yes			

PUPIL VOICE

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.