



Spiritual, Moral, Social and Cultural (SMSC) Education and promoting fundamental British Values Policy

Approved by:	Governing body (awaiting approval)	Date: September 2021 Date:
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Intent

At Sherard Primary School, we want our pupils to be successful, confident learners and responsible citizens. We are committed to providing an environment that:

- Enables children to learn and develop to their full potential
- Ensures respect, kindness, forgiveness, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Encourages pupils to take pride in themselves and their environment
- Ensures pupils develop self-discipline and self-regulation and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- engages, excites and is meaningful
- stimulates questioning and challenge
- is aspirational, creative, flexible and responsive
- educates citizens for today and beyond

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural

development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to a range of alternative views. Adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals. Pupils 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. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's behaviour policy.

Spiritual, Moral, Social and Cultural development (SMSC)

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

Spiritual development:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

Provision for the spiritual development of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Knowledge of, and respect for, different people's faith, feelings and values,
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences

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

Moral development

Moral development: knowing what is right and wrong and acting on it accordingly.

Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues and recognising and applying right and wrong.

Provision for the moral development of pupils includes developing their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.

- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

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 and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and be truthful and honest
- Show respect for the environment.
- Make informed and independent judgments.
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in non-violent ways using the principles of restorative practice.

Social development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Provision for the social development of pupils includes developing their:

- Use of a range of social skills in different contexts
- Willingness to participate in a variety of communities, cooperating with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British values, mutual respect of those with different faiths and beliefs.

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.
- Develop an 'I can do' philosophy in line with the Growth Mindset work.
- Develop their out-of-school hours learning and attitudes.
- Foster the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Provide an environment where pupils can take responsibility for themselves and others in school and the wider society

Cultural development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities. Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

Provision for the cultural development of pupils includes developing their:

- Understanding and appreciation of the wide range of cultural influences.
- Understanding and appreciation of the range of different cultures in the school and further afield.
- Ability to recognise and value the things we share in common across cultural, religious, ethnic and socioeconomic communities.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

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 these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Learn an additional language (to raise pupil aspirations and promote internationalism)

Implementation

Development in SMSC will take place 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. SMSC links are made with class learning 'experiences'.

Impact

- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach.
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour.
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life.
- Because children have developed a good understanding of British Values, they make a positive contribution as responsible citizens.

Teaching and Learning in SMSC at Sherard Primary School

In the light of this, we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at mealtimes.
- Taking responsibility e.g. prefects, school council, ECO club, Sports leaders and looking after younger children.
- Many curriculum areas provide opportunities to:
 - ❖ Listen and talk to each other.
 - ❖ Learn an awareness of treating all as equals and accepting people who are physically, mentally or emotionally different.
 - ❖ Agree and disagree.
 - ❖ Take turns and share equipment.
 - ❖ Work co-operatively and collaboratively.
- Class discussions (this is a time when the class works together to discuss an issue or concern) will give pupils 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 others needs and behaviour.
 - ❖ Show empathy.
 - ❖ Develop self-esteem and a respect for others.
 - ❖ Develop a sense of belonging.

- ❖ Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.
- Encouraging teamwork in PE, games and out of school hours learning.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. Assembly music
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Links with the local community made through the encouragement of parental involvement in school life, working with members of the local community and town community.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, special days.
- Studying literature and art from different cultures.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- 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 – across cultures and time.
- Developing the Cultural Capital of our curriculum offer
- 'No Outsiders' in place at Sherard.
- British Values half termly focus

Links with the wider community

- Visitors are welcomed into school.
- Links with the local church are fostered.
- 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.

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British Values at Sherard

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and 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 Key Values are:

- * Democracy
- * Rule of law
- * Individual liberty
- * Mutual respect
- * Tolerance of those of different faiths and beliefs

"We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those of different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonable, practical steps have been taken to offer a balanced presentation of opposing views."

At Sherard Primary School, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of lessons and activities to celebrate these. We also recognise that regardless of our individual cultural heritage and background that we all belong to a wider British community with values that are important to us all.

At Sherard these values are reinforced regularly and in the following ways:

Democracy:

Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires. The pupils also have the opportunity to vote suitable candidates to represent school in other ways such as Head Boy and Head Girl.

The Rule of Law:

The importance of Laws, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Pupils understand the rationale for our school rules and how they relate to The Rule of Law.

1. Be respectful. 2. Be kind. 3. Be self-regulated. 4. Take pride in yourself and your environment.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely through a provision of empowering education in a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to do this through such things as regular interaction with their teacher, PSHE sessions, RSE sessions and E Safety lessons. Whether it be through choice of challenge within the lesson, how they record their work, participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

As part of our Behaviour Culture, one of the 4 school rules is to Be Respectful. We believe at Sherard that we should treat each other as we would like to be treated our self. This respect also extends to

understanding and appreciating the differences and challenges that others face, within school and outside.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE, PSHE and RSE.