



## SMSC Policy

**Aims:** At Fellgate Primary School 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 aim to create caring, confident and curious children who are successful learners, confident individuals and responsible citizens.

### **Definitions: (Ofsted Inspection handbook)**

Pupils' spiritual development is shown by their:

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

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and 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.

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, 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.

Pupils' 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 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.

**Teaching Approaches:** 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. Class discussions will give pupils opportunities to:

- Talk about personal feelings and experiences
- Express and clarify their own ideas and beliefs.
- Speak about difficult events such as bullying or death.
- Share thoughts and feelings with other people.
- Explore relationships with family, friends and others.
- Consider others' needs and behaviour.
- Show empathy.
- Understand and respect children's rights.
- 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.

**Inclusion and Equal Opportunities:** We develop an ethos where everyone feels valued, celebrating individuality and striving for everyone to reach their full potential. We believe that all children can succeed and support a wide range of needs in both main school and the Base. We celebrate cultural diversity and make all learning relevant by linking it to the context of our school and children.

**Planning for SMSC:** 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 or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Teachers actively promote opportunities to develop SMSC in both academic and non-academic activities.

**How do we assess our SMSC provision?** Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

Monitoring of long term planning.

Audits of: staff skills/SMSC opportunities/SMSC provision

Pupil and parent voice questionnaires.

Audit of policies and Schemes of Work.

Sharing of classroom work and practice.

Regular inclusion on the School Development Plan.

Carrying out a regular self-review using an online self-assessment tool (The National SMSC Quality mark).

**Resources in SMSC:** All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

**CPD in SMSC:** Delivered by SMSC lead, external advisors, independent reading and virtually.

**School Governor Role in SMSC:** There is a link governor allocated for the oversight of SMSC. Key documents/action plans are shared when updated and regular meetings are held with the link governor.