



Spiritual Moral Social and Cultural Policy



SMSC Policy

Policy Review

This policy will be reviewed in line with the Mosaic Federation policy review cycle.

The policy was last reviewed and agreed by the Governing Board on 2024

It is due for review in 2029

Head Teacher:	Date:
Chair of Governors:	Date:
Vice Chair of Governors:	Date:



Spiritual, Moral, Social and Cultural Policy

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of school and is an essential ingredient of school success.

‘Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.’ (Promoting fundamental British values as part of SMSC in school, Nov 2014)

This is non-statutory advice from the Department for Education.

Aims and objectives

At school we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides 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
- an appreciation of the diversity and richness of the cultures.

Guidelines/ expectations

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote school values of Responsibility, Resilience, Engagement and respect; all of which reinforce 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 and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

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.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning both throughout the year, and within Culture Week.

Curriculum Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. ¹
- To ensure a consistent approach to the delivery of SMSC issues through 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 now 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 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

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.
- Show respect for the environment.
- Make informed and independent judgements.

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 about service in the school and wider community.

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, and how these influenced 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.

Teaching and Organisation

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. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

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

Class discussions, assemblies, Family Groups, debates and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their 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.

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 cooperatively and collaboratively.

Personal development Awards

The **personal development of children underpins all aspects of school life and the systems are designed to support children in any circumstances.** School ensure that there are **opportunities and experiences over an extended period of time** e.g. SCARF, targeted PSED interventions, School Council, daily assemblies, school values of Respect, Resilience, Responsibility and Engagement. We are proud that our children **become healthy, independent and responsible members of our society** by teaching them to tackle many of the social, moral and cultural issues that are part of growing up. The curriculum is designed to ensure our children are not adversely affected by any potential lack of opportunity or input.

School consistently promotes personal development and we go beyond the expected, so that children have **access to a wide, rich set of experiences such as Forest School, Beach School, Farm School and Factory School** and opportunities for children to develop their

talents and interests are of exceptional quality. These experiences are planned in a coherent way through our curriculum offer and extracurricular activities.

The extensive opportunities are tracked in our Personal development Awards and are celebrated bi-annually. Children receive recognition of their own personal development in a graduation ceremony.

We provide children with the opportunity to learn about economic well being, caring for the environment and rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (Sport, Music and Glee, Creative Clubs) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons. Every child's engagement in extra curricular activity is mapped and tracked across school. Pupils' strengths are investigated by staff and opportunities to shine within their own strengths are provided where appropriate. All children attend extra curricular activities across the year. Where after school clubs are not an option, mid day clubs are provided.

Links with the wider community

- Visitors are welcomed into school (see adult helpers policy).
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

This policy should be read in conjunction with the school's LA Agreed Syllabus for R.E and PSHE / RSE policy which provides a broad, balanced curriculum which is relevant to and widens the experiences of our children in order to prepare them for the challenges they will face and inspire a love of knowledge, learning and life. Our children are taught how to maintain a healthy lifestyle, mentally, physically and with relationships.

This policy will be reviewed in accordance with the policy review schedule.

Date: June 2024

Review Date: June 2027

Appendix

<https://www.gov.uk/government/publications/prevent-strategy-2011>

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>