



# **Spiritual, Moral, Social and Cultural (SMSC) and British Values Education for Laurus Trust Primary Schools**

**Date of Review:** February 2025

**Date of Next Review:** February 2026

# Intent

At Laurus School Primaries 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 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 and an appreciation of the diversity and richness of the cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

# Practice

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.

Multi-faith spirituality, values and principles will be respected and explored in all curriculum areas, especially in RE and within Assemblies (SMSC and Rights Respecting). The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals. 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 and decisions:

- to ensure that everyone connected with the school is aware of our values and principles
- 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
- to ensure that British Values are frequently and purposefully promoted

## 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
- be able to resolve disagreements
- show respect for the environment
- make informed and independent judgements
- morally reflect beyond their own immediate experience, to national and international issues.

## Social Development

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

- develop an understanding of their individual and group identity
- an awareness of moral issues as well as fostering a sense of responsibility and community values
- discuss and display expected standards of behaviour
- participate in enrichment and extension activities
- develop an international perspective through the school's active support of charitable organisations.

## Cultural Development

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

- recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- recognise different religions around the world and their cultural implications
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- be aware of, and celebrate cultural diversity.

## Promoting British Values

Laurus Trust Primaries actively promote the fundamental British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs

In promoting children's spiritual, moral, social and cultural development, we are able to actively promote British Values in ways that are appropriate to Primary School children.

## 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 through:

- Rights Respecting culture and ethos shared throughout school
- Curriculum Bookshelves
- Pupil Parliament
- Assemblies - including Rights Respecting and SMSC Assemblies
- Charity work - including charities that the School may support
- PSHE and Citizenship Education
- Different subjects (RE, Art, History, etc.)
- Educational Visits and Visitors into school
- Awareness days (Parliament Week, Anti-bullying Week, Multifaith Week, Holocaust Memorial Day, etc.)
- Opportunities to discuss and debate with peers (Hot Topic, Great Debate, etc.)

PSHE Floor Books, Pupil Journals, classroom and school displays, as well as our social-media channels, evidence the SMSC and British Value work throughout each school.

## Class Discussions and Circle Time

This is a time when the class work together to discuss an issues or concern. These discussions will be structured and facilitated by the Class Teacher in an age-appropriate way, and will give pupils the opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, (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 (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 co-operatively and collaboratively.

## Links with the wider community:

- visitors are welcomed into school
- links with local places of worship 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 all pupils
- all pupils will be taught to appreciate their local environment and to develop a sense of responsibility towards it.

# Roles and Responsibilities

## Head of School

The Head of School, will have overall responsibility for the provision of SMSC within the school, including the day-to-day implementation of the policy. Where the Senior Leader structure allows, the day-to-day implementation of this policy will be the responsibility of a member of the Senior Leadership Team (Assistant Head, Enrichment Lead, Attitudes and Values Lead). The policy will be reviewed on a yearly basis.

## Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- monitoring of Teaching and Learning (including Medium Term plans and 8 Year Overviews) by Senior Leadership Team and/or relevant Subject Leaders
- sharing of classroom work and practice
- discussion and training at Professional Learning Meetings and Academy Committee Meetings
- regular audits of policies
- regular audits of Teaching and Learning; including Schemes of Work, Assemblies and Curriculum Bookshelves

## Equality Impact Statement

Names and titles of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious belief <input checked="" type="checkbox"/> Sexual orientation <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Reassignment <input checked="" type="checkbox"/>
Summary of any issues/proposed changes	n/a
Date	13.02.25
Date of next review	March 2026
Responsible staff	Mrs R Robinson



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