

**Spiritual, Moral, Social and Cultural Development (SMSC)**

**Guidance**

**SMSC and the Development of Fundamental British Values**

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

As a school we believe it is essential to develop life skills which includes encouraging our children to think about the kind of people they aspire to be, the kind of world they aspire to create, and the kind of education we aspire to provide. The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils. Our environment is nurturing and supportive where children can feel valued and respected.

The personal development of students (SMSC) is a major aim of education and is central to the education of the whole child. It is a statutory requirement that clear and planned provision is made for SMSC for all students. At The Dales, our ethos is focused on the development of life skills and SMSC values encompass all aspects of life and areas of learning.

The newly adopted Relationships, Sex and Health Education (RSHE) policy – February 2019, also encompasses many of the SMSC strands.

We are committed to the promotion of skills, awareness and dispositions that enable our children to develop their capacity to explore their own and others' values and beliefs in a safe and respectful environment.

The purpose of this guidance is to state clearly the shared values and aims of the school and to ensure that they are reflected in our practice through the effective promotion of opportunities for spiritual, moral, social and cultural development. Opportunities for SMSC are both planned and spontaneous, arising out of the day-to-day experience of children and staff in and beyond the school.

**The Development of British Values**

In June 2014 the DfE reinforced the need “to create and enforce a clear and rigorous expectation on all schools 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.”

At The Dales School, we want all of our children to grow up with the values which will help them to contribute effectively to the wider community during and following their school years.

We are an inclusive school and our values influence all that we do. We operate a life-skills system which reinforces the values at the centre of The Dales School family. These values are:

* Respect
* Responsibility
* Resilience
* Team Work
* Honesty
* Kindness

These life values, alongside our school rules of ‘ready, safe and kind’ are integral to learning at The Dales School. They are shared with our school community and are displayed around school, all of which support the development of British Values and SMSC as a whole.

**Defining Spiritual, Moral, social and Cultural Development**

The spiritual development of pupils is shown by their:

* ability to be reflective about 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 and creativity in their learning
* willingness to reflect on their experiences

The moral development of pupils is shown by their:

* ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
* 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.

The social development of pupils is shown by their:

* use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
* willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
* acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

* understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
* understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
* ability to recognise, and value, the things we share in common across  
  cultural, religious, ethnic and socio-economic communities
* knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
* 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 and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**Implementation**

Our school supports children’s **spiritual** development by:

* Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives. This includes visiting places of worship.
* Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
* Celebrating difference.
* Promoting learning opportunities which value children’s questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns.
* Using multi sensory approaches
* Offering awe and wonder experiences
* Working alongside charities
* Offering opportunities for reflection
* Offering creative and imaginative learning experiences.

Our school supports children’s **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
* Challenging stereotyping
* 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 practise moral decision making
* Rewarding expressions of moral insights and positive 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 of each other
* Reinforcing the school’s values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided
* Investigating moral and ethical issues
* Learning how to recognise what is right and wrong.
* Exploring consequences of behaviour and actions

Our school supports children’s **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 cooperatively
* Encouraging pupils to recognise and respect social differences and similarities.
* Providing positive experiences to reinforce our values as a school community
* 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 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 positive and effective links with the world of work and the wider community

Our school supports children’s **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 school’s cultural links through displays, posters, exhibitions, etc.
* Developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits
* Celebrating and respecting diversity, in local,national, global communities.

**Impact**

In order to reflect further on the impact of all our work on SMSC:

* We engage governors, families and community
* Hear our student voice
* Observe staff and pupil interactions
* Support Behaviour and Relationships
* Complete learning walks reflecting on resources and practices

The above will all support the children to develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of the community and society as a whole.