



## **SMSC Policy**

Date written	<b>January 2025</b>
Date of next full review	<b>January 2027</b>
Governing Committee responsible	S&C/ SLT

## **Introduction**

At Stocks Green 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 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.

## **Definitions**

### **Spiritual Development**

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions and their interest in investigating, and offering reasoned views about, moral and ethical issues

### **Social Development**

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, cooperating 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

### **Cultural Development**

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, for example, 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

## **Guidelines**

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 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 decisions.

## **General Aims**

- To ensure that everyone connected with the school is aware of our vision and values.
- 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 Aims**

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 Aims**

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 Aims**

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

- work cooperatively as a group;

- engage in the democratic process and participating in community life;
- develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.

### **Cultural Development Aims**

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.
- reflect on important questions of meaning and identity;
- develop an interest in exploring the relationship between human beings and the environment;
- respect racial, religious and other forms of equality.

## **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. Assemblies will promote a focus on developing our pupils SMSC understanding through covering a range of topics.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. The school's 'Passport of Possibilities' maps out how many elements of SMSC are taught and opportunities for debate and discussion are fostered.

### **Class discussions and debates 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.
- Understand and respect children's rights.
- 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 co-operatively and collaboratively.

### **Links with the wider community**

- Visitors are welcomed into school.

- Staff plan educational visits throughout the year.
- 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.
- Opportunities for pupils to be engaged with community projects are actively sought.
- Opportunities for the school to work with organisations in the local community, such as the local church and farmers market, are fostered.

## **What are 'British values'?**

The fundamental British values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At Stocks Green Primary School, we teach these values across the whole curriculum, during assemblies and throughout the school day. The values are also mapped into our 'Passport of Possibilities' and taught explicitly within it. We believe that modelling these values is key; tolerance and respect permeate our school culture.

We aim to enable and encourage our children to:

- Develop their self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and to respect the civil and criminal law of England
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.
- Respect other people.
- Demonstrate respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **Examples of ways in which we demonstrate our British Values**

- Pupils elect their own School Counselors and OPAL Counselors.
- Pupils help to create and agree to abide by school and class rules and values. Children take part in play assemblies where rules and next steps are developed collaboratively.
- Pupils take part in class votes to choose charities to support during the academic year.
- The school teaches children about democracy in action, for example visits to The Houses of Parliament
- Build respect for different faiths through visits to the local Church and a variety of other places of worship.