



The Governors of

*Herons Dale Primary  
School*

have adopted the following policy:

**Social, Moral, Spiritual and Cultural Development**

**Reviewed by:** Isabel Robson

**Date:** March 2022

**Review Date:** March 2024

# SMSC

## **Statement of intent**

At Herons Dale School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics. The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

## **Rationale**

At Herons Dale, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and as such it permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

## **A whole-school approach to SMSC education**

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

## SMSC

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Defining Terms**

#### **Social development**

The social development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Demonstration of respect for others
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (Please see British Values Policy).

#### **Moral development**

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions and making choices relating to this
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

# SMSC

## **Spiritual development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.
- Exploration and development of feelings and emotions
- Personality, individuality and uniqueness

## **Cultural development**

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 within school and further afield as an essential element of their preparation for life in modern Britain
- Willingness to participate in and respond positively to artistic, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- Explorations of values, beliefs, customs, foods, artefacts and stories

## **Strategies**

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

### **Social**

- Children learn to be effective communicators through the school's Total Communication approach, including the use of symbols, photos, PECS, technology and Makaton.
- Pupils have opportunities to interact with visitors and volunteers
- Each class is Buddied with another to support children interacting with a range of peers
- Each pupil is a member of a colour team as part of the whole school reward system. Teams get together to work on projects and celebrate achievements.
- There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- Circle times feature in all classes promoting turn taking and social interaction.
- The PSHCE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Educational visits within the community

### **Moral**

- There is an agreed reward system in place so that all children can earn points for good behaviour as well as academic achievement. The team points are collected and the winning team have the opportunity to celebrate together
- Star of the Week Assembly recognises moral achievements through the award of Stars such as Buddies Star and Class Stars
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- Behaviour Support Plans are agreed and implemented with the help of the behaviour team.

## SMSC

- The PSHCE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.
- School Council listens to the views of the school community and supports making good choices.

### Spiritual

- Enrichment days are held regularly; particularly for those children accessing the Impacts Curriculum
- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in daily reflections through assemblies and circle times.
- Through PSHCE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Mealtimes start with a collective prayer led by a member of staff.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise

### Cultural

- There are regular celebrations of religious festivals over the year including harvest, Divali, Christmas, Easter, Eid, Chinese New Year.
- Geography and RE have units on other cultures and religions.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

### **Where you can find SMSC in Herons Dale Primary School**

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council)
- Special days (fundraising, cultural experiences and enrichment days)

### **Cross-curriculum teaching and learning**

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.

## SMSC

- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

### Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, and may include things like:

- Community fundraising activities.
- School-community link organisations, e.g. 'friends of' associations.
- Hosting school events to which community members are invited as participants or audience members.
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

### Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.

## SMSC

- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

### **Equality and Diversity**

- We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity

### **Accessibility**

- We will ensure that all pupils have access to learning across all curriculums and in all subjects by making necessary changes to the physical environment e.g. height adjustable tables
- We will ensure that the curriculum is tailored to meet the needs of each individual learner. Individual targets will be detailed in each child's termly Personalised Learning Plan.
- We will ensure that any written information that is to be shared with children during sessions is delivered in a way which best suits the learner.