

Spiritual, Moral, Social and Cultural Policy

SMSC



Pentland Primary School as an inclusive school, promotes the spiritual, moral, social and cultural (SMSC) development of all pupils. Through ensuring effective teaching of SMSC school will also actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect of and tolerance of different faiths and beliefs, including those of no faith.

Through meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships across school, as well as providing a range of relevant activities, both in and out of school, forms a strong framework for pupils' SMSC development.

Expectations for SMSC
Provision will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- To be able to distinguish from right and wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of people within the school community, the local community and the wider community beyond.
- To enable pupils to acquire a broad general knowledge and respect for pupil institutions and services in England
- To encourage tolerance and harmony between different cultural traditions by enabling students to have an appreciation and respect for their own and other cultures
- To encourage respect for other people
- To encourage 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

Expectations for British values

Provision will:

- Give an understanding of how citizens can influence decision-making through the democratic process
- Show an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- Give understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- Give understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- Show an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- Show an understanding of the importance of identifying and combating discrimination

Staff have worked hard to develop a broad, balanced, relevant curriculum which encompasses both SMSC and British values. This is aimed at helping children to prepare for life in modern Britain.

Provision for Spiritual, Moral, Social and Cultural Developments across school:

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as within specific subjects such as RE, PE, PHSE. Other related activities eg assemblies, circle time, SEAL, will be used to support this area.

Pupil voice is also a key element of such work and will link through discussions, drama, confidence building activities.

Spiritual Development

The spiritual development of children is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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
- To encourage curiosity and questioning
- To develop a sense of awe and wonder
- To develop a sense of connection and belonging

- To encourage a heightened self-awareness
- To provide opportunities for prayer and worship
- To develop feelings of what is felt to be ultimately important
- To encourage a sense of security, well-being, worth and having a sense of purpose

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

What is already in place?

| Spiritual Development | |
|---|--|
| Provision | How it is evidenced |
| Religious Education curriculum Festivals | RE curriculum plans, include a multi-faith approach based on the Stockton on Tees SACRE document |
| Assemblies | Whole school assemblies and celebrations Festivals across the year celebrating many faiths eg Harvest, Remembrance Sunday, Diwali, Hanukah, Christmas, Lent, Easter |
| Opportunities for quiet reflection | Time to reflect upon learning and experiences |
| Awe and wonder | Engaging pupils interests in lessons Pupils' voice |
| Outdoor Education | Residential visits Outdoor learning Visiting places of worship/visitors linked to many faiths |

Moral Development

The Moral Development of children is shown by their:

- Ability to recognise the difference between right and wrong and to be able to apply it in their own lives, based on the knowledge of the moral codes of their own and other cultures.
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of school and supporting understanding of the consequences of their behaviour
- Rewarding expressions of moral insights and good behaviour
- 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
- To have a respect for the civil and criminal law of England
- Ability to accept, respect and appreciate that others may have a different viewpoint.
- Have an ability to make responsible and reasoned judgements
- Interest in investigating and offering reasoned views about moral and ethical issues.
- Promoting racial, religious and other forms of equality
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment and developing codes of behaviour
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well in the light of their own and to re-assess their values, codes and principles in the light of their experienced

- Providing models of moral virtue through literature, humanities, science, arts and assemblies; reinforcing the school's values through images, posters, classroom displays etc and monitoring in simple ways the success of what is provided.

What is already in place?

| Moral Development | |
|---|---|
| Provision | How it is evidenced |
| Behaviour Policy, including health and well-being | Effective implementation of Discipline Policy Use of SEAL Circle Time Discussion/Group work/Independence Rewards - Certificates, stickers, bee points |
| Religious Education curriculum | SACRE docs Assemblies – whole school/key stage to focus on values Visits/visitors Staff planning Celebrations |
| Pupil Voice | School council School captains Playground Buddies Health and Safety Team Sports crew Library crew Questionnaires |
| Involvement with charitable organisations | Red Nose Day Children In Need Remembrance Sunday Cancer Awareness Families within school Food bank donations |

Social Development

The Social Development of children is shown by their:

- Ability to use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds with appropriate and sensitive behaviour
- Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively
- Willingness to volunteer
- Interest in, and understanding of, the way communities and societies function at a variety of levels
- Acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy Statement) of British democracy, the rule of law, individual liberty, respect and tolerance of those with differing faiths and beliefs, including no faith. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately

- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school, the local community and being able to identify the key values and principles which underpin this
- Fostering a sense of community, with common, inclusive values
- Understand the notion of interdependence in an increasingly complex society
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to re-inforce our values as a school community- for example, through assemblies, team building activities, residential experiences, school concerts and productions
- 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

What is already in place?

| Social Development | |
|--------------------------------|--|
| Provision | How it is evidenced |
| PSHE Curriculum | Circle Time SEAL CHIPS |
| Team working | Evident in planning- Cross curricular links in lessons School council |
| Pupil Voice | Eco Team Playground Buddies School Council |
| PE Curriculum | Evident in planning |
| Outdoor Education | Crucial Crew Educational Visits Residential Visits Transition Visits |
| Extra Curricular Activities | Afterschool Clubs: Football, Dance, Gym, Cooking Participation in Sporting Charity Events |
| Trips The Arts Curriculum | Events/Competitions |
| Responsibilities within school | Showing visitors round school Presentations to Governors/parents/peers |

Cultural Development

The Cultural Development of children is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Ability to think about special events in life and how they are celebrated
- Ability to reflect on important questions of meaning and identity
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Understanding, experience and appreciation the diversity of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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.
- An interest in exploring the relationship between human beings and the environment
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, arts, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Through valuing our cultural heritage, there will be exploration of our local, regional and national heritage and British history. There will examination of the lessons learned from history as well as celebrations and pride in the positive contributions that have been made.

What is already in place?

| Cultural Development | |
|---------------------------|---|
| Provision | How it is evidenced |
| School Visits | School visits to museums, galleries, concerts, theatre visits, local celebrations |
| Participation in the Arts | Meeting authors, musicians, visitors to and from school Sports visits/competitions |
| Arts Curriculum | Opportunities to participate in school productions/performances Sports Day |
| MFL | Visits connected to other cultures MFL teaching |

Teachers Standards

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and all at times observing proper boundaries appropriate to a teacher's [professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Safeguarding

Awareness of a range of Safeguarding issues is important:

- Bullying, including cyberbullying (text, social media) and prejudice-based bullying
- Racist, disability and homophobic or trans-phobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Issues that may be specific to a local area or population eg gang activity, youth violence
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage

Equality

Pentland Primary School has due regard to the Equalities Act 2010.