



Spiritual, Moral, Social and Cultural Education (SMSC) Policy

Headteacher Signature: Date:

Chair of Governors Signature: Date:

February 2020

Review 2022

This policy should be read in conjunction with the school's Behaviour Policy and AntiBullying Policy, R.E. Policy, Equalities Policy, Teaching and Learning Policy and Collective Worship Policy

Introduction

Spiritual, Moral, Social and Cultural (SMSC) learning is firmly rooted in our ethos across the school in developing caring, confident, creative children who take pride in themselves, and care for others and the world around them. We recognise that the personal development of children spiritually, morally, socially and culturally plays a significant part in their ability to learn and to achieve

We have high expectations and work with children to help them meet these (see our Class Charter). We provide high levels of support when needed to develop the skills for them to be both pro social and pro learning. We work to build empathy towards others, and alongside this have a focus on the understanding of social and cultural traditions. We actively seek to promote British values in all that we do (further information can be found in Appendix A). We aim to create and enrich a positive learning environment for everyone within school and within the wider community.

Our expectation is that all members of the community model and promote pro social and pro learning behaviour, respecting others as unique and valuable individuals. Chantry is a place where we work to find solutions to challenges that are good for the individual, and good for everyone.

Our Ethos

All teaching and learning at Chantry Community Primary School is linked to our school values of **Confident, Caring, Creative**

At Chantry we support children to become:

Aspirational - always striving to be their best

Independent - self -motivated taking responsibility for their own learning

Resilient - never giving up and learning from their mistakes

Respectful - caring for themselves, others and the world around them

Kind - showing care towards others and their feelings

Honest - being truthful to themselves and others

Passionate - being excited about learning

Inspiring - sharing their ideas and being positive role models

Unique - being proud of who they are

Aims

- To ensure that everyone connected with the school is aware of our values
- To ensure a consistent approach to the delivery of SMSC through the curriculum and the general life of the school.
- To ensure that children have the skills to meet high expectations of pro learning and pro social behaviour
- To give each child a range of opportunities to reflect upon and discuss their own values, feelings and beliefs.
- To develop empathy
- To build resilience so that children can cope with setbacks
- To give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility
- To give children an understanding of their social and cultural traditions
- To create an appreciation of diversity and richness of cultures.

Spiritual Development

Spiritual development is not just consigned to a religious faith or to religion in general. Spiritual development may lead to the acceptance of a faith or it may not. The development of an individual's own personal spirituality is a journey in which we seek to know, develop and understand one's own self.

At Chantry, we will encourage 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;
- Encouraging children to explore and develop what animates themselves and others;
- 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;
- Developing an ethos within which all children can grow and flourish, celebrating difference and showing mutual respect;
- Accommodating difference and respecting the integrity of individuals, including acceptance of those with different faiths and beliefs;
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns;
- Providing opportunities for them to reflect, discuss, experience and celebrate: the beauty of the natural world and the mystery and wonder of existence.
- Allowing children to use their imagination and be creative

Moral Development

Children's moral development involves them acquiring an understanding of the difference between right and wrong, of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the natural consequences of their actions and learn how to forgive themselves and others. Children develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Our aim is for children to gain intrinsic motivation for being prosocial and prolearning, understanding the value and reward for this both in a wider context and within themselves, without the need for external control, 'sanction' or reward'.

Social Development

Social development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. As a school we will promote opportunities within a safe and caring environment that will enable children to:

- Demonstrate pro social behaviours and experience being part of a caring community with an understanding of and engagement with fundamental values of democracy, law, individual liberty, respect and tolerance
- Develop an understanding of their individual and group identity
- Understand that as individuals we depend on family, school and society
- Take responsibility for their own behaviour
- Develop an understanding of the desirability for social justice and a concern for the disadvantaged throughout the world
- Learn and practise respect for others
- Make an active contribution to the democratic process in each of their communities.

Cultural Development

Cultural development will explore the diversity and richness of local, national and world cultures and beliefs, including faiths and heritage, and how these influence individuals and society. As a school we will promote opportunities that will enable children to:

- Recognise and value the richness of cultural diversity in our local, national and world communities
- Recognise the many faiths across the world
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Develop an understanding and appreciation of a range of cultures and faiths.

Curriculum

At Chantry, 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 a curriculum that provides pupils with opportunities to explore and develop Spiritual, Moral, Social and Cultural education across all subjects.

Monitoring and Evaluation

Spiritual, moral, social and cultural development is an on-going process. Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of planning by the Senior Leadership Team
- Considering SMSC opportunities during classroom observations
- Regular discussion at staff and governors' meetings
- Audit of policies by the Senior Leadership Team.
- Regular sharing of classroom work and practice

Conclusion

At Chantry Community Primary School, we educate and develop the whole child. We are committed to providing the best opportunities for them educationally and to develop spiritual and moral qualities within themselves that will stay with them forever. Our SMSC Policy supports this desire to give children a broad-based learning culture that will develop them as citizens of the future.

APPENDIX A

Promoting British Values at Chantry Community Primary School

At Chantry we uphold, teach and regularly reinforce the British Values in the following ways:

Democracy:

Democracy is part of our working practice in school:

- Our children have the opportunity to have their voices heard through our School Council. Children vote for the councillor they think will represent them the best. Each year School Council decide how they will contribute to our School Development Plan.
- As a whole school community we discussed and chose our School Values. We regularly review our values and they are at the heart of all we do.
- To ensure all children participate within lessons we use a range of strategies, to randomise who answers questions within lessons, who children work with, and also whose work we will celebrate and look at together.
- At the beginning of every school year, every class contributes to a whole-school class charter which is then written by the School Council

The Rule of Law:

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout school days, as well as through Collective Worship and when dealing with behaviour.

- Our behaviour policy, as well as promoting good behaviour and effort, also makes it clear that if rules are broken there are natural consequences.
- Our children are also taught that there are laws to protect us and when these laws are broken we are potentially putting ourselves in danger and could find ourselves in trouble. Visits from authorities such as the police, fire service, RNLI, NSPCC, etc., are regular parts of our calendar and help reinforce this message.

Individual Liberty:

- Our children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make choices safely, through the provision of a safe environment and broad and balanced curriculum.
- Our children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and PSHE lessons.
- Our children are given the freedom to make choices, e.g. signing up for extracurricular clubs, choosing the level of challenge in lessons; this not only

allows children to have ownership over their own learning but also ownership of their school.

- We use lesson studies as a key driver for developing teaching and learning. As part of the process, children are interviewed and share their thoughts on how teaching and learning can be adapted and improved. Once again this allows the children to have ownership of learning and their school.
- Our children are given the chance to become office assistants, lunchtime helpers sports leaders, IT monitors, prefects and peer mediators.

Mutual Respect:

- Our school ethos is based on our values of 'Confident, Caring and Creative' these values determine how we live as a school community.
- Through working together in the classroom through the use of talk partners etc. children are taught to work in harmony with others.
- We emphasise the right and responsibility of every child to learn. We ensure that children understand that they need show pro-learning and pro-social behaviour so that they are not detracting from their learning and affecting others' rights to learn.

Tolerance of those of different faiths and beliefs:

- We enhance children's understanding of different faiths and beliefs through religious education studies, PSHE, worship and creative themes.
- Our curriculum also allows children to learn about and value the beliefs of others. We have a range of people with different beliefs within our school and all are valued and respected. Children are encouraged to share with their class any celebrations or festivals in their own religions.
- Discussions about prejudice and prejudice-based bullying are planned for in Religious Education and PSHE.
- We use national and local events as opportunities to study and learn about life and culture in other countries.
- We plan for visits and visitors to further enhance the children's understanding of their place in a culturally diverse society.