




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

Date adopted by the governing body	28th April 2023
Date to be reviewed	April 2024
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

Introduction

Spiritual, Moral, Social and Cultural (SMSC) learning is firmly rooted in our ethos across the school. Our Chantry core values are 'Confident, Caring and Creative'. These values underpin everything we do. We aspire to nurture children who are confident individuals, who care for others and themselves, think creatively and have a love of learning. We believe 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 provide high levels of support alongside this for those who need to develop the skills for them to be both pro social and pro learning. We use the Empowerment Approach and Therapeutic Thinking to inform this. Building understanding and empathy towards others is central to our Wellbeing curriculum and Behaviour policy. Alongside this we have a focus on the understanding of social and cultural traditions. We promote British values throughout the curriculum and in wider activities.

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

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 our best

Independent - self –motivated, taking responsibility for our own learning and behaviour

Resilient - never giving up and learning from our mistakes

Respectful - caring for ourselves, others and the world around us

Kind - showing care towards others and their feelings

Honest - truthful, both with ourselves and others

Passionate - excited about learning, and the activities we love in school and the wider community

Inspiring - sharing ideas and being positive role models

Unique - being proud of who we are

Aims

- To ensure 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 leaning 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 provide opportunities to explore social and moral issues, and develop a sense of social and moral responsibility
- To develop understanding of their own and others' social and cultural traditions
- To create an appreciation of diversity and richness of cultures

Spiritual Development

Spiritual development may lead to the acceptance of a faith or it may not. It is not just based in religion. The development of an individual's spirituality is a journey to know, develop and understand one's own self.

At Chantry, we 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 feelings and emotions, the way they impact on people and how understanding them is helpful;
- Developing an ethos within which all children can grow and flourish, celebrating diversity and showing mutual respect;
- Welcoming difference and respecting individuals, including those with different faiths and beliefs;
- Promoting learning which values questioning, encourages deeper questions and gives space for their own thoughts, ideas and concerns;
- Providing opportunities for reflection, discussion, experiences and celebration of the natural world, and the mystery and wonder of existence.
- Encouraging children to use their imagination and show creativity

Moral Development

Moral development involves an understanding of right and wrong, moral conflict, concern for others and the will to do what is right. We aim for children to gain intrinsic motivation, understanding value and reward both in a wider context and within themselves, without the need for external control, 'sanction' or reward'. We work with children to develop ability, and desire, to reflect on natural consequences, and learn how to forgive themselves and others. Children develop knowledge, skills and understanding, qualities and attitudes in order to make responsible moral decisions.

Social Development

Social development refers to the development of abilities and qualities that children need if they are to play a full and active part in society. We 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 explores 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 promote opportunities that enable children to:

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

Curriculum

At Chantry, we recognise that personal development, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore work to create a curriculum that provides opportunities to experience, explore and develop these important elements across 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 (SLT)
- Curriculum monitoring and overview by subject leaders and SLT
- Discussion at staff and governors' meetings, and following observations in the classroom

- Overview of policies by SLT

Conclusion

At Chantry our aim is to educate and develop the whole child. We are committed to providing the best opportunities for them educationally, and to develop spiritual and moral qualities that make up part of their understanding, decision making, behaviour and relationships. Our SMSC Policy supports this desire to give our children a broad-based learning culture that will develop them as citizens of the future.

Linked Policies:

- Behaviour
- AntiBullying
- Wellbeing (including RSHE)
- R.E.
- Equalities
- Teaching and Learning
- Collective Worship Policies

APPENDIX A

Promoting British Values at Chantry Community Primary School

At Chantry we uphold the British Values in the following ways:

Democracy:

- Children have the opportunity for their voices to be heard through our School Council. Children vote for the councillor they think will best represent them. Each year School Council bring ideas to their class teachers and Senior Leadership Team.
- As a whole school community we discussed and chose our School Values. We reward and our values regularly, and they are at the heart of all we do.
- At the beginning of every school year, classes contribute to their Class Charter which is then shared in the classroom and regularly referred to.
- Subject Leaders hold Pupil Voice to explore children's understanding, thoughts and feelings around their subject. Adaptations for curriculum, activities etc may arise from this.
- The Wellbeing Curriculum supports children's understanding of the democratic processes within our country.
- Assembly planning reflects events important to the democratic processes within our country so the children have an understanding of current events and any implications.

The Rule of Law:

- The importance of rules, whether those that govern the class, the school, or the country, are reinforced throughout the school day.
- Our Behaviour Policy, promotes prosocial and prolearning behaviours, as well as developing empathy, and an understanding of natural consequences.
- Children are taught that laws protect us and when these are broken we put ourselves in danger, and consequences will likely follow. Visits from authorities such as the police, fire service, RNLI, NSPCC, etc., are planned in to help support this message.
- The Wellbeing Curriculum explores rules and law around different areas of life, both on and offline.

Individual Liberty:

- The discussion of rights and responsibilities is central to our Behaviour Support and Wellbeing Curriculum. We encourage children to make decisions based on what's good for them and good for everyone, even when no one is watching.
- Our children are actively encouraged to make decisions that benefit themselves, others and their learning in a safe and supportive environment to help them develop the skills they need later in life (Good for me, Good for you, Good for Everyone!).
- Our children are encouraged to know, understand and exercise their rights and personal freedoms and are supported to do so safely. Learning about this is spiralled throughout our Wellbeing (including RSHE) curriculum, both on and offline.

- Open ended learning tasks, enrichment activities and alternative spaces at unstructured times or to regulate encourage children to make decisions beneficial to them managing well throughout the school day.

Mutual Respect:

- Our school ethos is based on our values of 'Confident, Caring and Creative' these values determine how we work together as a school community.
- In the classroom we may use talk partners and learning buddies to develop the skills to work in harmony with others.
- We use the Empowerment Approach to develop empathy, an understanding of other's needs – invisible or visible – and why adaptations are important for equity of opportunity and experience.
- We use Restorative Practice to resolve conflicts, ensuring that all have a voice and can express feelings and viewpoints, as well as a solution to the problem.
- 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 own progress or affecting others' rights to learn.
- Our Behaviour Policy clearly outlines the process followed for the use of discriminatory language to ensure consistency of approach.

Tolerance of those of different faiths and beliefs:

- We enhance children's understanding of different faiths and beliefs through PSHE, worship and creative activities.
- We have adopted the updated curriculum as laid out by the Local Authority to ensure we meet statutory requirements in this subject.
- Children are encouraged to share with their class any celebrations or festivals in their own religions, and we reflect this through collective worship opportunities.
- 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 look for opportunities for visits and visitors to further enhance children's understanding of their place in a culturally diverse society.