

Spiritual Moral Social and Cultural Policy

Bushmead Primary School

April 24



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1. Aims

To ensure that everyone connected with the school is aware of our values and principles.

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.

2. Philosophy

At Bushmead Primary School, pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, 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 other cultures.

This is a whole school issue.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be included in all areas of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

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 be involved in formulating rules, 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 teachers' planning and purchasing decisions.

3. Roles and responsibilities

3.1 The head teacher

The head teacher will:

Work with staff, parents and governors to determine the strategic development of the SMSC policy and provision in the school.

3.2 The Governor/s

They will:

Work with the head teacher to determine the strategic development of the SMSC policy and provision in the school. The Governing Body will review this policy in line with the Policy review schedule at the FGB / FPP / C&S committee meetings

3.3 Class teachers and teaching assistants

They will:

Work with the head teacher to implement the SMSC policy and provision in the school.

4. Defining SMSC

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- respect for themselves and the ability to make and maintain positive relationships with others
- 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
- capacity for quiet reflection and stillness

Pupils' moral development is shown by their:

- respect and care shown for others and the world around us
- ability to recognise the difference between right and wrong and their readiness to apply this to the choices they make
- understanding of the consequences of their actions and the impact on other people
- recognising that, even if we don't always do the right thing, we can learn from our mistakes
- ability to forgive others and move on after things have gone wrong
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' social development is shown by their:

- understanding that everyone is unique and special

- understanding of equality of opportunity
- ability to work with and socialise with people from different religious, ethnic and socio-economic backgrounds
- ability to cooperate well with others and to resolve conflicts effectively
- interest in and application to the interests of social justice in the school, community and wider world.

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.

5. Teaching and Organisation

5.1 Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise these aspects in their learning, reflecting on the significance of what they are learning, and recognising any challenges that there may be to their own choices, behaviours and lifestyles. They will also be apparent in restorative approaches to behaviour management and in extra-curricular activities.

This will include opportunities to develop the skills and attitudes to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness, through:

- Listening and talking to each other.
- Learning an awareness of issues of equality and how this should be reflected speech and actions.
- Debating, both agreeing and disagreeing with others in a reasoned way.
- Taking turns and sharing.
- Working and playing alone and with others, developing the ability to cooperate, collaborate and get along.
- Talking about and sharing personal experiences and feelings with others.
- Expressing and clarifying personal ideas and beliefs through discussion with others.
- Exploring difficult subjects including events (e.g. playground conflict, death, illness etc.) and challenging questions (e.g. what happens when we die?).
- Exploring positive and negative relationships with friends, family and others.
- Showing empathy and respect for others.
- Developing self-esteem and a respect for themselves.
- Developing respect for the environment and world around us.
- Developing a sense of belonging and confidence.
- Spending time in quiet reflection learning to manage feelings, to be calm and still

5.2 'British Values' have been identified as:

- **DEMOCRACY** – Using your vote so your voice can be heard.

- **THE RULE OF LAW** – The law applies to everyone. It is equal and it is fair.
- **MUTUAL RESPECT** – Treating others how you would want to be treated, even if they have been unkind to you.
- **TOLERANCE** – Making a space for other people’s opinions (even if they seem different, odd, wrong or interesting).
- **INDIVIDUAL LIBERTY** – As long as we do not break the law, we have rights and freedoms.

6. Additional Support

Where children (and / or their families) are in difficulty, the school will explore all available avenues to support them including through the use of outside agencies via a CAF (e.g. Specialist Teaching Team, bereavement counselling, Locality Teams, Social Care), play therapy, the church, charitable trusts, Foodbanks etc.

7. Links with the wider community

Visitors are welcomed into school to support learning, to build relationships and help raise awareness of important issues such as safety, charity and equality.

Children make visits beyond the school to develop their awareness of the wider community and world, other cultures, faiths and environments.

Links with the Church are fostered through links with the local church of St. Mary’s Eaton Socon and the school attend services three times a year, at Harvest, Christmas and Easter to which parents are invited.

The development of a strong home-school link is actively pursued, enabling families and teachers to work in an effective partnership to support pupil.

8. Monitoring arrangements

This policy and information report will be reviewed by C&S **every 3 years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Version:	2	
Written by:	Steve Down	Date: 17 April 24
Last reviewed by governors:	Summer 2 2024	
Next review due by:	Summer 2 2027	