



Spiritual, Moral, Social & Cultural (SMSC) Policy

1. AIM

At **Carbeile Junior School** we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We recognise that every child has a valuable contribution to make to the life of our school. It is our intention to create good local, national and global citizens, who develop good character, resilience and grit. The spiritual, moral, social and cultural elements of pupils' development are inter-related. We therefore aim to provide a balanced and broad education that gives our children opportunities to explore and develop:

- their own values and beliefs
- their emotional and spiritual awareness
- a positive caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of other cultures

The values and ethos of our school support the development of the whole child.

2. DEFINITIONS of SMSC

[OFSTED School Inspection Handbook 2018:](#)

Defining spiritual, moral, social and cultural 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.

At Carbeile Junior School we promote spiritual development through:

- Regular assemblies and special assemblies for events
- Celebration assemblies
- Christmas performances
- Christmas Carol Concerts
- School trips and visitors which inspire awe and wonder
- RE curriculum
- Jigsaw PHSE Curriculum

The **moral development** of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions

- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

At Carbeile Junior School we promote moral development through:

- Jigsaw PSHE curriculum
- School values
- School vision
- Golden Time
- Assemblies
- Supporting charities through various fundraising ideas and days.
- Supporting children across the globe to access education.

The **social development** of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Carbeile Junior School we promote social development through:

- School values
- School vision
- Jigsaw PSHE curriculum
- Lunchtime monitors
- Library monitors
- Buddy system
- Parental support
- Sports day
- Story swap
- School trips
- After school clubs
- Supporting the local community

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 those 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
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, 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 socioeconomic groups in the local, national and global communities.

At Carbeile Junior School we promote cultural development through:

- Celebrating events e.g. Chinese New Year, Advent
- Topic Launches: curriculum themed days designed to inspire, excite and inform the children for their upcoming topic
- Sharing children's own personal experiences
- Visits and visitors
- Music and dance

3. PROVISION AT CARBEILE JUNIOR SCHOOL

It is important that SMSC is embedded into all aspects of the curriculum as well as promoting fundamental British Values as part of SMSC.

English makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language and oracy, which is an important aspect of individual and social identity.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film through regular exposure in our Daily Acts of Collective Worship.
- Helping pupils to engage in emotional literacy through differing genres and a vast coverage of texts over the course of their time at Carbeile Junior School.

Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.

Science provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Showing respect for differing opinions, on creation for example.
- Raising awareness that scientific developments are the product of many different cultures.

Computing can contribute to SMSC development by:

- Making clear the guidelines about the ethical and safe use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.
- Understanding the importance of technology in a changing and developing society and how this will affect the lives of our children.

History contributes to SMSC by:

- Studying and celebrating the establishment of multi-cultural Britain.
- Enabling pupils to reflect on historical events through a range of topics.
- Showing an awareness of the moral implications of the actions of historical figures.

Geography contributes to SMSC by:

- Reflection and debate on the fair distribution of the earth's resources, such as deforestation in the Amazon rainforest.
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society and the importance of celebrating these differences.

MFL contributes to SMSC through:

- Pupils gain insight into the way of life, cultural traditions, moral and social developments of other people.
- Pupils' social skills are developed through communication exercises.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:

- Learn about beliefs, values and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions, and traditions.

Art may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.

Promoting Fundamental British Values as part of the SMSC Policy

At Carbeile Junior School the five key principles are embedded within the SMSC provision and may be demonstrated by these examples

Democracy

We encourage active pupil voice through the School Council. Children are elected through a fair, democratic process and then meet regularly to make changes throughout the school. Children are passionate and aware of the role their pupil voice can and will have at Carbeile Junior school. We encourage students to voice their opinions and make time outside the lessons for them to talk. Through this process they are able to express their views with regard to their education and personal wellbeing.

Individual Liberty

Students are actively encouraged to make their own choices and are reminded of the importance of making the best possible choice in different scenarios. Children are encouraged to differentiate between right and wrong and look at how their actions affect others.

The Rule of Law

Children are encouraged to understand the need for rules for the good of everyone.

Mutual Respect

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

Tolerance of those of different faiths and beliefs

We actively encourage and promote the freedom to hold your own faith and belief. We provide a safe space for staff and children to learn and understand different faiths and promote tolerance and understanding.

The impact of this policy:

As a school, teaching children in Key Stage 2, we aim to deliver an education that will give our children the skills, knowledge and understanding that enables them to work towards their full development in each of these areas.

In order to do this we strive to ensure:

- That everyone connected with the school is aware of our values and principles.
- That all adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.
- There is a consistent approach to the delivery of SMSC education through the curriculum and the general life of the school.
- That a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That a range of learning and teaching styles are used.
- That all children have an equal opportunity to access the provision for SMSC education.

There are key opportunities in our school for SMSC education and these include:

- Detailed planning for SMSC across the school
- Dedicated SMSC themed days throughout the year to cover the objectives for Social, Moral, Spiritual and Cultural learning.
- Teachers to discuss SMSC related issues/ideas when necessary through 'circle time' or class discussions
- Assemblies that complement the SMSC planning
- Weekly RSHE lessons taught which closely complements SMSC.
- Class Thrive assessments which inform individual class planning and approaches
- Individual pupil Thrive assessments to identify and address social and emotional needs
- A Thrive room to support pupils with specific social and emotional needs
- School Council Elections held in September and regular meetings encourage pupil voice
- Home/school agreement signed by parents and pupils
- Whole school focus themes such as Anti-bullying, Health and well-being
- Opportunities to care for school pets
- Playground leaders and Buddies
- School Teams
- School and class reward systems
- After School Clubs led by staff and outside agencies
- Sponsoring the education of another child in another country to encourage children to help others enjoy their rights
- Planned and linked SMSC work in other curriculum areas

There are also lots of other experiences we offer to the children at our school where opportunities arise. These include:

- School trips (including residential trips)
- Meeting with people in different social contexts
- Participation in a variety of different educational visits
- Studying literature and art from different cultures
- Visits from experts
- A robust and positive approach to marking that fosters reflection and independence
- Opportunities for the children to hear and see live performances by professional
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and different time periods
- Participation in activities with pupils from other schools

- Displays celebrate achievement
- Learning about contributions to society that certain famous people have made
- Moments of awe and wonder
- Assemblies led by members of the community (religious and non-religious).

4. MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of teaching and learning and work scrutiny by Co-ordinators / senior leadership / head teacher/ governors
- A review of policies and units of study
- Class Thrive assessments
- Individual Thrive Assessments
- Pupil conferencing
- Behaviour Books
- Staff consultation

5. RELATED DOCUMENTS

SEN Report

Safeguarding Policy

Relationship and Sex Education Policy

Teaching and Learning Policy

The National Curriculum non-statutory Framework for Personal, Social and Health Education and Citizenship at KS2

Curriculum Policy

Accessibility Policy and Plan

Equality and Diversity Policy

Behavioural Policy

6. POLICY REVIEW

A new SMSC Policy has been produced. Unless further revision is required, the document will be reviewed on a bi-annual basis by the subject Co-ordinator and SENCo. Once approved, the policy will be available to all staff and parents in electronic or paper format.

Next Review: November 2022

Headteacher: Mr P Hamlyn

SENCo: Mrs H Bridges

SMSC Coordinator: Miss J Margetts

Date:



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