

Newton-le-Willows Primary School & Nursery



Spiritual, Moral, Social and Cultural Policy

Status:	NON-STATUTORY		
Responsible Person/People:	Mrs Chisnall Mrs Davies, Mrs Needham, Miss Howard, Mr. Brown, Mr. Ibbotson School Staff		
Responsible Governor:	Mrs Charleston		
Approved by:	Mr. Limb	Signature: <i>Gary Limb</i>	Date: Summer 2021
Last reviewed on:	Summer 2021		
Next review due by:	Summer 2024		

Introduction

At Newton Primary, we understand our duty to encourage pupils' Spiritual, Moral, Social and Cultural (SMSC) development. We recognise that every child has a valuable contribution to make to the life of our school, and it is our intention to create good local, national and global citizens, who develop good character, resilience and principles. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

Our Vision and Intent

The aims of encouraging our pupils SMSC development at our school are:

- 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 pupils 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 social and moral responsibility.
- To ensure a consistent approach to the delivery of SMSC throughout the curriculum and the general life of the school.

Implementation

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- knowledge of, 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.

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.

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.

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 that of others.
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. SMSC links are made with class learning 'experiences'.

Throughout the curriculum, class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.
- Create and develop links with the wider community and speak to visitors within school.
- Foster links with local religious establishments.
- Develop a strong home-school link, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

As a school, we will recognise the development of SMSC in our pupils as:

- Children having the skills to collaborate critically, respectfully and creatively with each other and with a caring approach.
- Children being happy and valuing themselves and others as unique individuals.
- Children being able to reflect upon their behaviour and others and evaluating what makes good behaviour.
 - Children of all abilities achieving in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life.
- Children developing a good understanding of British Values - they make a positive contribution as responsible citizens.

Impact

Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and from looking at completed work in relation to specified objectives. Through individual and team endeavors, they will learn about SMSC, collaboration with others, self and peer-evaluation and flexibility. It will also provide them with opportunities to use their knowledge of SMSC in a range of applications.

In the EYFS, class teachers assess children's development and progress in the by making informal judgements as they observe children. This is also combined with summative assessment grading within the appropriate areas for learning at regular intervals throughout the year.

In Key Stage 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce.

Inclusion

As a school, we ensure that all pupils can engage with learning about SMSC irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work and adapt teaching strategies and support to suit the needs of all children, including: more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEN and pupils with English as an additional language.

As far as is appropriate, pupils with Special Educational Needs will follow the same curriculum as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

Safeguarding

The school's SMSC offer reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing boards set out in the Department for Education's Governance Handbook. In addition, the school acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Equality Impact Statement

When teaching SMSC, school are committed to:

- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- fostering good relations between persons/children who share a relevant protected characteristic and persons who do not share it.

As a school, we believe in encouraging a respect and tolerance for all other individuals, no matter the background or characteristics of an individual or group. We believe that through the long term fostering of positive relationships and teaching of strong social, moral and understanding skills alongside PSHE, children and persons of all backgrounds, beliefs, faiths and orientations have the opportunity to thrive, fulfil their potential and set themselves on a path towards becoming a happy, productive and purposeful member of society.

We will ensure all resources and images used are inclusive of all pupils e.g. including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to British Values (and in other subjects and within the whole school) and images will represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics. Our choice of images and characterisation will reinforce the message that human sexuality is a positive thing and that

no-one person or group of people are excluded in any way. Materials will be available in appropriate learning media, including tactile diagrams and physical materials when required. Our teaching of British Values will take account of all our pupil's needs, culture, development and views. We are aware of language used in British Values and will ensure that it is inclusive.

Health and Safety

We recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects the curriculum will be required to pass any concerns raised immediately to the Class Teacher and/or the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures.

Monitoring and evaluation

Provision of SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring Long Term Plans, Half-Termly Unit Plans and Teaching and Learning.
- Discussion at staff and Governors' meetings.
- Auditing of related policies and their consistent implementation as a whole school.
- Inclusion in the School Improvement Plan (as appropriate).
- Collating evidence of children's work and experiences.
- Sampling of pupil focus groups to evaluate impact on their knowledge, understanding, skill development and attitudes.

Review

The Governing Body reviews this policy **annually**. The Governors may decide to review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved. This policy has been reviewed in light of DFE guidance, latest initiatives and any Local Authority policy and procedures.

Our SMSC Policy stands alongside our British Values, Equality, SEN/D, Safeguarding Policies and other Curriculum Policies.