

Spiritual, Moral, Social and Cultural **Policy Statement**

New End School

Reviewed: Autumn Term 2023

Review date: Autumn Term 2024

Rationale

At New End Primary, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

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
- An appreciation of the diversity and richness of our shared culture.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of New End and is an essential ingredient of school success and the development of the ‘whole child’.

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.

INTENT

Spiritual Development

At New End we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience;
- Develop their capacity for critical and independent thought;
- Foster their emotional life and express their feelings;
- Experience moments of stillness and reflection;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Form and maintain worthwhile and satisfying relationships;
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

At New End we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual;
- Listen and respond appropriately to the views of others;
- Gain the confidence to cope with setbacks and learn from mistakes;
- Take initiative and act responsibly with consideration for others;
- Distinguish between right and wrong;
- Show respect for the environment;
- Make informed and independent judgements.

Social Development

At New End we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity;
- Learn about service in the school and wider community.

Cultural Development

At New End we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society;
- Develop an understanding of their social and cultural environment;
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

British Values (see separate statement)

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

IMPLEMENTATION

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live.

Month	Assembly Theme	Key Values	
September	New beginnings	Confidence	Positivity
October	Getting on	Tolerance	Respect
November	Anti-Bullying Month	Courage	Resilience
December	Celebrations	Consideration	Kindness
January	Going for goals	Hope	Determination
February	Good to be me	Trust	Honesty
March	Good to be me	Empathy	Compassion
April	Getting on	Equality	Responsibility
May	Good to be me	Friendship	Tolerance
June	Relationships	Resilience	Self-control
July	Changes	Reflectiveness	Resilience

(ALSO SEE SMSC PROVISION MAP)

Where you can find SMSC in New End Primary School

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits, including residential stay in Year 6
- Pupil Voice (Student Council, Ambassadors)
- Elections
- P4C (Philosophy)
- Special days (fundraising, cultural experiences and immersion days, visitors)

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.

Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at New End will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Extra-Curricular Activities will ensure personal development is also enriched through a wide range of extra-curricular activities which provide opportunities for SMSC and for inspiring pupils to broaden their experiences.

Links with the wider community

- Visitors are welcomed into school
- The development of a strong home-school link through is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility.
- A developing global link with a primary school in Zambia

IMPACT

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

Monitoring and Evaluation

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

- Monitoring of lesson plans and teaching and learning, by co-ordinators/senior management/headteacher/governor.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on the School Development Plan.

To support with monitoring and evaluating the school's SMSC provision, a SMSC checklist is used. Related Document

SMSC Checklist

SMSC Questions for Discussion	Yes/No	Evidence/Next Step
1. Do pupils feel free to express and explore their views openly and honestly and listen to the different opinions of others?		
2. Are the children developing their own values while learning to appreciate the beliefs and practices of others?		
3. Are imagination, inspiration and contemplation valued in the classroom?		
4. Are pupils encouraged to ask questions about meaning and purpose?		
5. Are the children given the time and space to experience awe and wonder as they examine our world?		
6. Do we promote an ethos, which helps to develop a clear understanding of right and wrong?		
7. Are the children gaining the knowledge and skills to develop their overall comprehension of spiritual, moral, social and cultural issues?		
8. Are we providing an environment for pupils to further their own beliefs, character and behaviour?		
9. Are we helping pupils to approach challenges and problems rationally?		
10. Are there opportunities for pupils to develop wider interests, social skills and community awareness?		
11. Are the pupils involved in a variety of extra curricular activities?		
12. Are we involving all staff and parents in this area of education?		
13. How do pupils respond to activities and responsibilities outside the classroom, including the wider community?		