



Elm Tree Community Primary School

Policy for Spiritual, Moral, Social and Cultural Values

We aim to provide an exceptional education for every child in the school through an ethos of collaboration and high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

This policy has been based on:

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils.
- Promoting fundamental British values as part of SMSC in school.

At Elm Tree Primary, 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 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 the cultures.

SMSC is a dimension which adds to the effectiveness of the whole school experience, it assists in making the curriculum personal, relevant, stimulating, creative and fun. It enriches each subject and the ethos of Elm Tree Primary to provide a holistic, child-led curriculum and is an essential ingredient of school success.

The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Guiding Principles:

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- 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 understand the need for rules and the need to abide by rules for the good of everyone. School and classroom codes of conduct 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 teacher's planning and purchasing decisions.

General Aims

- 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.

Spiritual Development

As a school 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
- Develop their imagination and creativity in their learning
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Develop their knowledge of, and respect for, different people's faiths, feelings and values
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school 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 and understand the consequences of their behaviour and actions
- Show respect for the environment and begin to discuss moral and ethical issues.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about supporting and developing the school and our wider community.
- Recognising the importance of fundamental British Values in promoting social cohesion.
- Refer to principles from Relationship Education to support respecting each other and developing an understanding of good mental health and well-being.

Cultural Development

As a school we aim to actively 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 and appreciation of the different cultures represented within our school.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Being willing to learn and respond to a range of cultural experiences including art, music, literature, sport etc.
- Develop an understanding of British Values (Please refer to our British Values Statement).

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person, to enable them to become the best they can be

Teaching and Organisation

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 the enthusiasm for and modelling of learning. Teachers at Elm Tree Primary 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.

Class discussions and circle time 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 thinking, 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.
- Visit places of interest, review and handle objects, listen to experts: These provide opportunity for reflection.

British Values:

SMSC will help encourage children to develop their understanding of the fundamental British values of democracy, rule of law in England, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Elm Tree Primary encourages pupils to participate in debate and discussion, particularly during lesson time or enrichment activities/visits. Staff facilitate these conversations and respond professionally, in an unbiased manner to sensitive issues, particularly those of a political nature. Throughout such discussions and activities, in line with the Government's Prevent strategy and the Education Act 1996 (section 406), staff:

- encourage pupils to respect specified fundamental British values
- do not promote extremist views, or partisan political views, through their curriculum and/or teaching
- offer pupils a balanced presentation of views when political issues are brought to their attention.

Staff are aware of the need to remain neutral when presenting facts and do not promote any particular viewpoints. Pupils will not be actively encouraged by teachers or others to support particular political viewpoints. (Any breaches of this will be treated in accordance with staff code of conduct, and performance management policies.)

Visiting Speakers

Visiting speakers are welcome to enrich a curriculum area. Particular care will be taken to vet the speaker and check that the views they hold are consistent with school aims and values whilst reviewing the benefits to SMSC and promotion of British Values. The content and style of delivery must also be agreed beforehand.

Enrichment

Personal development is also enriched through a wide range of additional curriculum opportunities. We will also seek to offer extra-curricular activities which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons, to ensure learning is meaningful and values are maintained, activities are planned in advance and checked by a member of the Senior Leadership Team.

External providers may be used to offer enrichment sessions (held during, before or after the school day). The club leader will meet with the Team Leader to establish the purpose of the club and range of activities.

Links with the wider community

- Development of relationships with other staff and pupils across school.
- The development of a strong home-school link 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 to develop a sense of responsibility to it.
- Pupil voice will be prompted (e.g. through a school council) and shared with stakeholders.

Monitoring and Review

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

- All staff will follow the principles stated in this policy
- Team Leaders to ensure this happens within his/her Department
- Team Leaders will carry out monitoring on SMSC as part of the whole school monitoring process
- The Headteacher will ensure policies reflect the latest guidance.
- Regular review of implementation at staff meetings, including the sharing of classroom work and practice.