



SMSC POLICY

January 2024

The Downs Primary School and Nursery
Part of the Passmores Co-operative Learning Community

This policy should be read together with the PSHE Policy.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. At The Downs, through ensuring pupils' SMSC development, we aim to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect as part of our pupils' personal development. The impact of SMSC and British Values is difficult to evaluate and assess, but at The Downs we understand the importance of them in developing a child's personality and how this will impact their future. SMSC and British Values cannot be taught as a discrete subject but are embedded in our whole curriculum and school ethos. We strive to create a learning environment which promotes respect, diversity, self-awareness and equips all of our pupils with the knowledge, skills, attitude and values that they will need to be successful in the future. SMSC and British Values are assessed as part of the 'Personal Development' judgement.

Aims

At The Downs Primary School and Nursery, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will want to be honest with themselves and with others.

We aim to enable students

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and manages

Definitions

Spiritual Development - Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- 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

Moral Development - Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development - Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development - 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

Planning

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, My Happy Mind and RE activities. Focused days activities are planned throughout the year to enhance PSHE/SMCS understanding. Assemblies are also used to support development and understanding of SMCS.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness.

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, for example, when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At The Downs Primary School and Nursery we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

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Teachers always discuss with their classes a code of conduct for the classroom based on the Believe, Achieve, Be Proud vision held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups, class assembly and PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week, Team Spirit, behaviour cards and other means that highlight both academic and social achievements (please refer to our Relationships and Behaviour Policy).

Social Development

At The Downs Primary School and Nursery we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility

- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our Foundation plans.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated

- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL and the School Council.

British Values

SMSC and British Values are not inspected separately, as the impact is hard to determine, but are evaluated alongside a child's personal development. British Values and SMSC go hand in hand and that is why they share a policy.

As articulated in the Government's 'Prevent' strategy of 2011, we have a focus on the core British Values, which are: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of these with different faiths and beliefs.

Democracy

Children have the opportunity to have their voices heard in school. The school regularly carries out surveys with pupils and parents to ascertain their thoughts and feelings about our school. The findings are shared with staff, Governors and parents and forms part of the school's self evaluation and future planning. There is an active School Council, who are elected democratically, to help pupils get their opinions heard about everyday school life. House Captains are also elected democratically - children have to apply for the post and then present a speech to the school outlining why they should be chosen. Through School Council, children can decide which charities they would like to support and which events they would like to hold.

Rule of Law

The importance of laws, whether class rules, school values or the country are reinforced in school regularly through our curriculum, whole school assemblies and on a regular basis in class. Across the school, pupils have agreed to their class rules in September. Pupils are taught the reasons behind the rules and they are linked to the whole school values. They are also taught the national laws that protect us, look after us and govern us. We discuss with the children the consequences of breaking rules in school and those of the UK. We arrange for

visitors to speak with the children e.g. road safety and Crucial Crew.

Individual Liberty

Pupils are encouraged in school to make personal choices, knowing that they are in a safe environment. Through PSHE, children learn about their 'Right and Responsibilities'. Children are advised on how to make healthy choices, exercise safely and use the internet safely through regular e-safety sessions. Children have the freedom of choice to choose from the school menu, and through School Council offer input into its development and they can choose from a wide range of extra-curricular activities to attend.

Mutual Respect

One of our core values is respect. All of our values are reflected in our everyday conduct. We will refer to respect in lessons, the playground, newsletters and assemblies, whenever the opportunity arises. We are also developing conflict resolution techniques, encouraging children to respect one another in dealing with differences.

Tolerance of those of Different Faiths and Beliefs

We aim to enhance children's understanding of different cultures and living in a diverse society and world by providing them with opportunities to experience different cultures. We have had food tasting days from around the world and will celebrate different faiths and cultures in assemblies e.g. Ramadan and Hanukah. Our RE curriculum provides children with the opportunity to learn about all religions and humanism. We participate in British events such as Royal weddings, Jubilee, VE Day, Remembrance events and Political Elections.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life.

Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school. Pupils also have the opportunity to apply for various positions in the school this involves meeting with subject leads and steering progress.