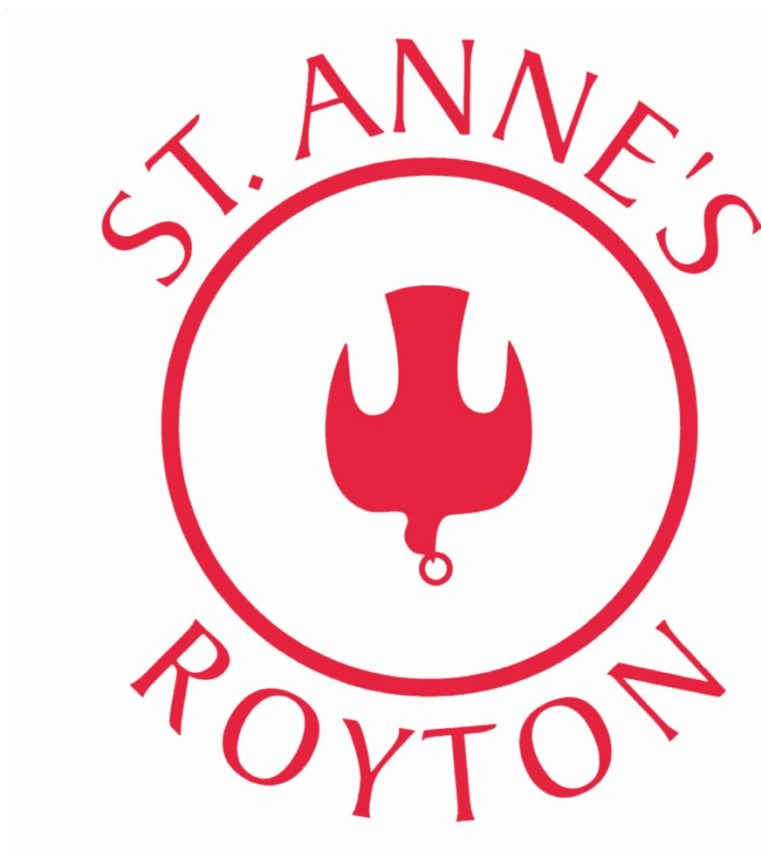


# St Anne's CE (Aided) Primary School



## **Social, Moral, Spiritual and Cultural Education (SMSC) Policy** Promoting British Values

Growing Together to Flourish in God's World

## **Context**

St Anne's is a Church of England (Aided) Primary school. We have a long tradition in providing high quality education to the children of Royton within our strong Christian values. We have an increasingly diverse intake with children from different backgrounds and faiths; including Christianity and Islam.

## **Rationale**

At St Anne's we recognise that the personal development of pupils, spiritually, morally, socially and culturally, 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 their cultures.

This policy provides the school with the opportunity to meet our duties under the Equality Act 2010 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.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. Together the staff and the children believe in the following five Golden Promises, which are centred on our key Christian values and will be the expectation of children at all times of the day in all areas of school:

1. I promise to be honest at all times.
2. I promise to always do my best.
3. I promise to show respect to myself and others.
4. I promise to keep myself and others safe.
5. I promise to look after my property and that of others.

## **Aims of SMSC**

- ⊗ To ensure that everyone connected with the school is aware of our values and ethos.
- ⊗ 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 child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- ⊗ To ensure that children know what is expected of them and why.
- ⊗ To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- ⊗ To enable children to develop an understanding of their individual and group identity.
- ⊗ To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.

- ⦿ To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

## **Definitions of SMSC**

### ***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 readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these 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 socio-economic 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***

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

## **Promoting British Values**

At St Anne's we actively promote the fundamental British values of:

- ⦿ democracy,
- ⦿ the rule of law,
- ⦿ individual liberty,
- ⦿ and mutual respect and tolerance of those with different faiths and beliefs.

We weave, throughout SMSC provision, our duties to:

- ⦿ enable children to develop their self-knowledge, self-esteem and self-confidence;

- enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## Learning and Teaching

The National Curriculum includes two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

These two aims reinforce each other. SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

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 the teacher's planning and learning resources.

***Spiritual Development*** – As a school we aim to provide learning opportunities that will enable children 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*** – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- Recognise the challenge of religious teaching particularly that of Jesus.
- 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** – as a school 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
- ☉ Begin to understand the need for social justice and a concern for the disadvantaged.

**Cultural Development** – as a school we aim to promote opportunities that will enable pupils to:

- ☉ Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- ☉ Recognise Christianity as a worldwide faith.
- ☉ Develop an understanding of their social and cultural environment.

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education and Collective Worship. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children 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 the needs and behaviour of others
- ☉ Show empathy
- ☉ Develop self-esteem and a respect for others
- ☉ Develop a sense of belonging
- ☉ Develop the skills and attitudes that enable children 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, accepting and respecting people who are different to us.
- ☉ Agree and disagree
- ☉ Experiencing good role models
- ☉ Take turns and share equipment
- ☉ Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- ☉ Working together in different groupings and situations
- ☉ Encouraging the children to behave appropriately at meal times.
- ☉ Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- ☉ Encouraging teamwork in PE and games and after school sports clubs.
- ☉ Appreciation of and respect for the work and performance of other children regardless of ability.

- ⦿ Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- ⦿ Meeting people from different cultures and countries.
- ⦿ Participating in a variety of different educational visits.
- ⦿ Participating in visits to places of worship.
- ⦿ Participation in live performances.
- ⦿ Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- ⦿ Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- ⦿ Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- ⦿ Opportunities to make and evaluate food from other countries and cultures.
- ⦿ Opportunities in music to learn songs from different cultures and play a range of instruments.
- ⦿ Studying the contributions to society that certain famous people have made.

Through different subjects children can reinforce their understanding of about British values. For example:

**English:** many books have themes covering tolerance, mutual respect and democracy. Lessons may look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures may also be examined. Lessons may explore the meaning of concepts such as liberty, democracy and tolerance.

**RE:** lessons will reinforce messages of tolerance and respect for others. Children will have the opportunity to visits places of worship that are important to different faiths. School will actively promote diversity through celebrations of different faiths and cultures.

**History and geography:** children will analyse events in UK and world history where British values have been tested such as both World Wars. In geography, pupils will look at how different cultures live and work throughout the world.

Children will be able to understand their personal rights and freedoms, and they will discuss how to exercise these safely. Children have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and our school council (JLT – Junior Leadership Team). Topics such as anti-homophobia, equal rights and e-safety will be taught.

### **Links with the wider community**

- ⦿ Visitors are welcomed into our school.
- ⦿ Links with the local church are strong. Our Parish Priest takes assembly once a week.
- ⦿ The school supports the work of a variety of charities, sometimes in partnership with St Anne's Church.
- ⦿ The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- ⦿ Children will be taught to appreciate and take responsibility for their local environment.

### **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 subject leaders, Headteacher and governors.
- ⦿ Regular discussions at staff and governors' meetings
- ⦿ Audit of policies
- ⦿ Subject development and, when relevant, inclusion in the SDP.



Sharing of classroom work and practice, including the use of safe technologies (Google+, Twitter).

## **Inclusion**

We are committed to equality of opportunity regardless of gender, race, faith, cultural background, ability or any physical or sensory disability. We believe that all children have a right to experience a real environment in which they can learn that people are not all the same. God loves us and we are precious in his sight.

## **Implementation of Policy**

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is the Headteacher. The governors responsible for SMSC are Reverend James Read and Dawn Gates.

**This policy is to be read in conjunction with all school policies.**