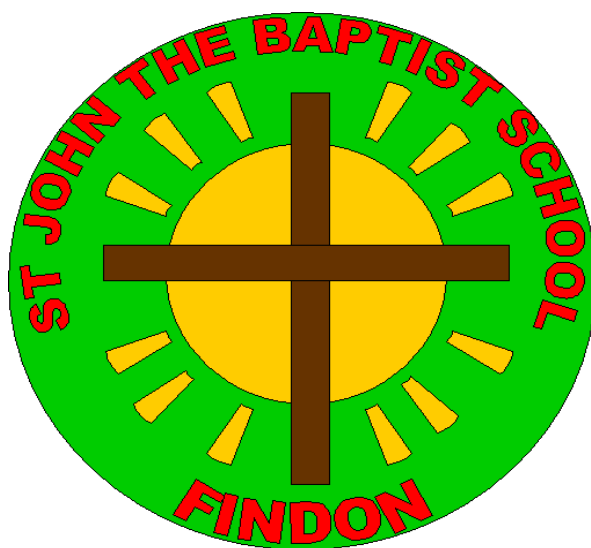


ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL
FINDON

SMSC POLICY



Reviewed:	November 2023
Next Review:	November 2027
Responsibility:	Pastoral
Category:	SCH

All staff and governors at St John the Baptist C of E Primary School recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. Through this policy, we will help pupils to have the independence to make up their own minds and have the integrity to accept responsibility for what they do and hold themselves to account for the choices they have made.

The spiritual, moral, social and cultural (SMSC) education is delivered by planned opportunities and throughout the curriculum. Values will be explored throughout the curriculum, especially in RE and collective worship. There will be regular opportunities for discussion and personal reflection. The integrity and spirituality of pupils' own faiths and backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and all pupils will be given opportunities to discuss alternative views.

This policy will be referred to with full regard to the school's policy on equal opportunities and equality of access.

Aims

Throughout the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
- Provide for each pupil, a wide, balanced curriculum of high quality, encouraging the development of the whole person - fulfilling the requirements of the national curriculum.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation.
- Encourage pupils to recognise their responsibility to, and dependence on, others to become active, reasoning participants in a democratic society.
- Promote the five fundamental domains of British Values - Democracy, rule of law, respect, tolerance and individual liberty

Legal Framework

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. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Guiding Principles

Spiritual Development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their 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.

Moral development

The moral development of pupils 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 their ability to understand and appreciate the viewpoints of others on these issues.

Social Development

The social development of pupils 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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.

The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

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 within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- 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, sporting and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

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

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

We may use the following methods to help pupils develop an understanding of how they can influence decision-making through the democratic process:

- Electing a school council.
- Hearing pupils' voice.
- Appointing playground leaders
- Writing balanced arguments in English lessons
- Providing pupils with opportunities to take part in debates and public speaking activities

We may use the following methods to help pupils develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality and behaviour.
- Setting classroom and school rules.
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting.
- Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family.
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Encouraging pupils to behave appropriately at mealtimes.

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring morals through lessons, stories and assemblies
- Arranging visits from various religious leaders
- Blocking out times in the timetable for religious education

Additional practical activities to encourage pupils' SMSC development include:

- Working together in different groupings and situations.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.

Teachers will help pupils' SMSC development by:

- Encouraging teamwork and paired work during the learning of all the subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using Worship themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events
- Utilise resources to help encourage pupils to identify global issues outside of their immediate context and begin to discuss how these can impact on them and what they as global citizens can do to harness change culture and advocacy for all.

Community Links

The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Fundraising activities.
- Hosting a bi-annual school play.
- Church Worship
- PTA events and Fundraising
- SEN Drop in sessions
- Parent Workshops – Phonics, Maths, reading and online safety
- Promoting fundamental British values

We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

Through our SMSC programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and 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 pupils 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 pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- 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.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination. The school will not promote discrimination against pupils or groups based on their belief, opinion or background.