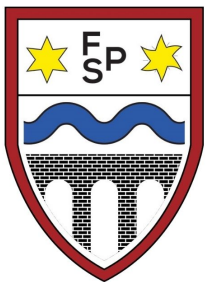




FENISCOWLES PRIMARY SCHOOL  
*'STRIVING FOR EXCELLENCE'*



SMSC POLICY

JULY 2021

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# Revisions

Written by: R. Andrew

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Revision 1:

## Context

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- Promotion of British Values
- Public Sector Equality Duty 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.

## Defining Spiritual, Moral, Social and Cultural Development

### **The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

### **The moral development of pupils is shown by their:**

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues

**The social development of pupils is shown by their:**

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**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 those of others
- Understanding and appreciation of the range of different cultures within 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, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

This policy operates in conjunction with the following school policies:

- PSHE Policy
- RE Policy
- Child Protection and Safeguarding Policy
- E-safety Policy
- Behavioural Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

# Statement of Intent

Feniscowles Primary School has created a curriculum intent statement. This intent has been written to provide an overarching context for our school curriculum to allow **'A Feniscowles Child' to 'Live Life in its fullest'**. ***This document can be found on our website and should be read in conjunction with our subject specific intent statements.***

At Feniscowles Primary School, we place character education at the heart of our curriculum vision. We want **'A Feniscowles Child'** to be resilient, have a sense of identity, have a morally principles outlook. Most importantly we want our learners to have the confidence to communicate their feelings and viewpoints and have the conviction to make decisions and take action. Through this we believe **'A Feniscowles Child'** will be ready to succeed and adapt as they embrace the opportunities life brings, whilst navigating the uncertainties of an unknown future in a VUCA world (Volatile, Uncertain, Complex, Ambiguous)

Our curriculum will leave our learners well placed to appreciate the wonders of a diverse borough, successfully integrating with people from all backgrounds and faiths, ahead of life in modern Britain.

We pride ourselves on encouraging children to: enjoy learning, have high expectations of themselves, respect each other and fulfil their true potential. We facilitate this by fostering the school's values of **respect, endeavour, diversity, compassion, forgiveness and integrity** and by creating a school culture through our motto **'Striving for Excellence'**. This golden thread that we create is rooted in our SMSC teaching and wider learning experience. SMSC should not be seen as just a curriculum area, it is **'who we are'** and should be lived and celebrated by every member of our school community.

We aspire for our children to make a positive contribution to their school, community, country and wider world.

## Implementation

### Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

**Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:**

- Curiosity and questions
- 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

**Our school supports children’s spiritual development by:**

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives
- Encouraging children to explore and develop what animates themselves and others
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value children’s questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

**Moral Development**

Children are encouraged to understand the need for a common code based on the schools behaviour principles (**Be Respectful, Be Ready and be Safe**), our school values and child-created class charters. At Feniscowles Primary School we work towards an understanding of what is right and wrong. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

**Our school supports children’s 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
- Challenging stereotyping
- 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

## **Social Development**

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

### **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 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

## **Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

### **Our school develops 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.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

## **Impact**

As a result of our SMSC provision, our learners leave Feniscowles Primary School as well balanced, grounded individuals that represent '**A Feniscowles Child**' ready to live life in its fullest. Our learners will be well placed to succeed in the next stage of their education in new surroundings and with new peers and teachers.

The impact of our SMSC curriculum is measured through the monitoring cycle alongside informal observations of conduct. This includes:

- Lesson observations
- Book monitoring
- Learning walks
- Discussions with class teachers
- Discussions with pupils
- Feedback from visitors and outside agencies
- Feedback from parents

Monitoring and feedback is used to measure whether our children are on track to meet the intentions for their character education set out within our curriculum intent and this policy.

Monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an on-going cycle, which is used productively to provide the best possible SMSC curriculum for our learners.



## **SEND and Greater Depth**

Our SMSC provision is designed as a universal core curriculum provision for all learners. Inclusivity is part of its philosophy.

We recognise that some children with SEND may need greater support or differing approaches in their SMSC development. For example, a child may struggle to see things from a different person's perspective. As a result, we recognise that every child will progress at different rates and may need targeted intervention.

Additional resourcing may be made available for learners with SEND to enable them to fully access the curriculum alongside their peers. This will be on a case-by-case basis.

Throughout our curriculum and the wider school experience we routinely look to provide opportunities for children to excel beyond the typical expectation. Greater depth children are provided with increased opportunities and experiences to become role models for their peers and ambassadors for their school. E.g. Head Boy and Head Girl and public speaking opportunities.

## **Safeguarding**

Throughout our SMSC curriculum, content provides the learners with the awareness and knowledge to keep themselves healthy and safe in many aspects of life. In every lesson, experience or informal interaction a listening culture is fostered to allow learners appropriate opportunities to ask questions and share their thoughts. This may offer opportunities to discover unhealthy attitudes and experiences that could be of concern.

In addition, opportunities away from formal class settings can provide children with opportunities to build relationships and trust with their adults, which supports our school's safeguarding culture.

Our SMSC curriculum works in tandem with our PHSE curriculum to provide a comprehensive curriculum that supports the safeguarding requirements of our school policy and aspirations for our learners to be healthy and safe.

## **Extra-Curricular Activities.**

Personal development is further enriched through a wide range of extra-curricular activities (e.g. Sport, Mindfulness, Art, Board Games, Science, and Gardening), which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

## **The Learning Environment**

Throughout our school, SMSC is promoted via displays. This includes consistent promotion of our vision, values and behaviour principles. In each classroom a recognition board is used to highlight areas of self-identified development targets.

Working walls in all curriculum areas promote SMSC as appropriate.

## **Involving Parents and Carers (Co-Curriculum)**

The school believes that it is important to have the support of parents, carers and the wider community for the SMSC curriculum. SMSC content is routinely included in our enrichment homework activities. The school website also provides links for parents to support their child through a 'co-curriculum'.

We actively promote many activities within our borough to allow parents to enrich their child's SMSC development.

## **Promoting the love of reading**

Appropriate learners' literature is planned carefully into our English curriculum to support SMSC. This allows us to enrich and promote our SMSC curriculum through highly engaging texts. Examples include 'The Arrival' and 'War Horse'