



## SMSC (Spiritual, Moral, Social and Cultural) POLICY

### OVERVIEW

At St Hilary School 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. Through ensuring pupils' SMSC development, the school also demonstrates a promotion of fundamental British values. 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,
- positive, caring attitudes towards other people,
- a respect and tolerance of their own, and others', social and cultural traditions,
- an appreciation of the diversity and richness of the cultures.

SMSC is a deeply-embedded part of the whole school experience which makes our curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of St Hilary School, and is an essential ingredient of school success.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development; opportunities for this will be integrated into 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 what is 'right' and 'wrong' in as far as their actions affect other people and their society. 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 rules 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 teachers' planning and classroom management.

### OBJECTIVES

At St Hilary School, the children and their learning are at the very heart of every decision made.

1. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.
2. 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.
3. 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 grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others
4. We will ensure that everyone connected with the school is aware of our values and principles.
5. There will be a consistent approach in the delivery of SMSC issues through the curriculum and the general life of the school.
6. The pupils' education will be set within a context that is meaningful and appropriate to their age, aptitude and background.
7. Pupils know what is expected of them and why.
8. Pupils are given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

9. Pupils are given opportunities to develop an understanding of their individual and group identities.
10. Pupils will be supported in developing an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
11. Each pupil will receive opportunities to explore social and moral issues, and develop a sense of social and moral responsibility.
12. Pupils will be given opportunities to respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, music and literature.
13. The school will help pupils develop skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
14. Children will be encouraged to overcome barriers to learning and develop a growth mindset

## **TEACHING and LEARNING**

In 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, RE, R-Time and Circle Time activities.

## **Spiritual Development**

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Sustain and build on self-knowledge, self-esteem and self-confidence throughout learning experiences.
- Develop capacity for critical thinking and independent thought.
- Nurture 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.
- Develop a purposeful and responsible nature.
- Reflect on, consider and celebrate the wonders and mysteries of life, and the world around us.

## **Moral Development**

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Recognise the unique value of each individual – seeing the good in others.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes (developing a growth mindset).
- Take initiative and act responsibly with consideration for others ('Do the right thing, even when no-one's watching!')
- Distinguish between 'right' and 'wrong', and understand that whilst people might hold different views on this, all people living in England are subject to its law.
- Show respect for the environment and other people's belongings.
- Develop a sense of fairness – this will not necessarily result in the same treatment for all.
- 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.
- Understand how society functions and the structures involved in this.
- Become responsible for themselves with regards to keeping healthy.
- Learn about service in the school and wider community.

## 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.
- Understand the development of Britain's rich cultural diversity.
- Reflect on important questions of meaning and identity.
- Develop an understanding of their cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

**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.

## PROMOTING BRITISH VALUES

The school will 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.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through our provision of SMSC, St Hilary School will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students 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 students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling students 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.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values. Pupils will develop:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

## **OUTCOMES**

This policy will uphold the excellent ethos of the school. It will ensure that staff are promoting SMSC inherently in all activities throughout the school day, and constantly strive to support our children in becoming responsible and tolerant citizens in the future, and will ensure that our children develop personal skills that will stay with them throughout their lives.

This policy will be reviewed every two years, or earlier if necessary, as part of our policy review cycle.

**Date Ratified: November 2015**

**Reviewed:**

**Review date: November 2017**

**Signed: Kelley Butcher (Headteacher)**

## **Appendix**

### **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