

# AYLSHAM LEARNING FEDERATION

## SPIRITUAL, MORAL, SOCIAL, CULTURAL (SMSC) POLICY BURE VALLEY SCHOOL

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Signed: \_\_\_\_\_

Chair

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### Statement of intent

At Bure Valley School we recognise that the personal development of pupils (spiritually, morally, socially and culturally) plays a significant part in their ability to learn and achieve.

As a school, SMSC development is essential to maintaining the school/Federation's ethos, values and culture.

We 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 different cultures.

We aim to ensure that our pupils become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background and leave school fully prepared for life in modern Britain.

### Guidelines

All curriculum areas, including RE and collective worship, have a contribution to make to pupil's spiritual, moral, social and cultural development and opportunities for this will be planned. SMSC is threaded through the whole school community and our curriculum.

We expect all adults to model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. Thus creating a school community 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 right and wrong, in as far as their actions affect other people. 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 purchasing decisions.

## **Aims**

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the national curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

## **Contents**

- 1. Related Policies**
- 2. Guiding Principles**
- 3. Cross-Curriculum Teaching and Learning**
- 4. Community Links**
- 5. Monitoring and Evaluation**
- 6. Promoting Fundamental British Values**

## **1. Related policies**

- 1.1. Safeguarding policy
- 1.2. Online safety policy
- 1.3. Behaviour policy
- 1.4. Anti-bullying policy
- 1.5. Health and safety policy
- 1.6. SEND and inclusion policy
- 1.7. Medical conditions policy

## **2. Guiding principles**

### **2.1. Spiritual 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
- 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

### **2.2. 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 being able to understand and appreciate the viewpoints of others on these issues

### **2.3. 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

## **2.4. 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 understanding of, and showing respect for, different faiths and cultural diversity
- Understanding, acceptance, respect 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

## **3. Cross-curriculum teaching and learning**

**3.1.** Development in SMSC will take place across all areas of the curriculum.

**3.2.** SMSC has particularly strong links to religious education, collective worship, pastoral Sessions and personal, social, health and citizenship education (PSHCE).

**3.3.** All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

**3.4.** In order to develop a strong sense of identity in our pupils, we will use classroom discussion and circle time sessions to enable them to:

- Talk about their experiences and feelings
- Express and clarify personal ideas and beliefs
- Speak about difficult events, e.g. bullying, death
- 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.

**3.5.** Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other
- Learn an awareness of treating 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

### **3.6. Practical activities to develop SMSC include:**

- Pupil leadership opportunities at Bure Valley
- 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
- 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
- Participation in live performances
- Using 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
- Opportunities in music to learn songs from different cultures and play a range of instruments including djembe drums
- Studying the contributions to society that certain famous people have made

## **4. Community links**

**4.1.** Bure Valley School has strong links with the wider community.

**4.2.** In order to develop these links, Bure Valley School reaches out to the community through many activities, including:

- Class assemblies
- Musical performances (Year 6 productions/orchestra performances etc.)
- Fundraising activities
- Christmas/Spring fayres
- Family learning days
- Choir performances to local organisations
- Sports events/participation
- Attending or supporting community events

## **5. Monitoring and evaluation**

**5.1.** At Bure Valley School, we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual pupil questionnaire
- Annual parents' questionnaire
- Parents' evenings/meetings
- Full-time pastoral leader

**5.2.** SMSC provision is reviewed on an annual basis in the following ways:

- Monitoring of teaching and learning by staff and governors as part of our general monitoring
- Regular discussions at staff and governors' meetings
- Regular policy audits
- Development of religious education, PSHCE and collective worship to reflect the diversity of both our school and society
- Sharing of classroom work and practice
- Weekly discussion and recording every weekly teacher professional development session

## **6. Promoting fundamental British values**

**6.1. Through the national curriculum, we will:**

- Teach our pupils a broad and balanced international history
- Represent the cultures of all of our pupils across the topic
- Teach a wide range of English literature
- Commemorate World Wars
- Demonstrate the historical importance of the Commonwealth

**6.2. Through our social, moral, spiritual and cultural programme, we 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
- 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
- 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