

## SMSC Policy

<b>Date approved</b>	July 2020	<b>Approved by</b>	Executive Headteacher
<b>Review cycle</b>	2 years	<b>Signature</b>	
<b>Date for review</b>	July 2022	<b>Author</b>	Liz Rogers

### 1. Rationale

- 1.1 At the Kingsmead School it is recognised that social, moral, spiritual and cultural development is central to the education and permeates the whole curriculum and ethos of the school.
- 1.2 It is reflected in the school rules and furthermore within the academic and enriching learning that the school offers to its pupils.

### 2. Aims

- 2.1 Through 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, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the school 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 – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- 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.
- Foster links between home and school to develop a partnership with parents in the education of their children

### 3. Legal Framework

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

- The Education Act 2002
- The Equality Act 2012
- DfE (2014) 'promoting fundamental British Values as part of SMSC in schools'

- 3.2 This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- E-safety Policy

- Behaviour Policy
- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy

#### **4. Principles**

##### **4.1 Social Development**

- 4.1.1 This involves learners working effectively together and participating successfully in the school community as a whole.
- 4.1.2 During a pupil's social development, they will gain the interpersonal skills that allow them to form successful relationships and become a successful team member.
- **Use** of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic setting
  - **Willingness** to participate in a variety of social settings, co-operating 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
- 4.1.3 Social skills are developed through:
- High pupils to staff ratio to promote appropriate social interaction
  - Positive modelling of social behaviour by all staff
  - Small class groups in each classroom
  - Upholding the school's vision of RESPECT
  - The PSHE and Personal Development curriculum
  - Local community visits and fund-raising opportunities plus visitors in school

##### **4.2 Moral Development**

- 4.2.1 Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.
- 4.2.2 Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- 4.2.3 Moral development is developed through:
- The Schools Vision of RESPECT - displayed and taught to every child
  - 1:1 and small group discussions related to restorative justice addressing rewards, sanctions and the resulting outcomes
  - PSHE and Personal Development lessons that discuss moral values of individuals and wider current affairs
  - Activities that enable pupils to give their opinions and show their values
  - On-line safety lessons within computing and PSHE
  - The wider PSHE and Personal Development Curriculum
  - An understanding of British Values

##### **4.3 Spiritual Development**

- 4.3.1 This focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, pupils are able to understand their own feelings and emotions which enables them to reflect and learn.

- **Beliefs** – religious or otherwise, which inform their perspective on life and their **interest in** and respect for different people's views 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

#### 4.3.2 Spiritual Development is developed through:

- Curiosity and understanding via wider curriculum topics, enrichment activities and current affairs
- Empathising and considering the viewpoints of others in stories, debates, current affairs and the wider topic curriculum
- Considering how a belief can change people's lifestyles within RE, e-safety, communities and faiths and the wider topic curriculum
  - Discussing what pupils think they have achieved and what they need to be successful (self-reflection)
  - The wider PSHE and Personal Development Curriculum

#### 4.4 Cultural Development

- 4.4.1 This enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity
- Understanding and appreciation of a wide range of cultural influences that have shaped their own heritage
  - Willingness to participate and respond to, for example, artistic, mathematical, musical, Sporting, technological, scientific and cultural opportunities
  - Interest in exploring, understanding of, and respect for cultural diversity and the extend to which they understand, accept and respect, and celebrate cultural diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in local, national and global communities

#### 4.4.2 Cultural Development is developed through:

- Faith visitors and faith workshops in and out of school on trips
- First hand experiences through local visits, theatre, arts and artists
- Being part of national fund-raising events
- Studies of different lifestyles including different food, dress, festival and places of worship
- The PSHE and Personal Development Curriculum

### 5. Cross Curricular Teaching and Learning

5.1 SMSC is taught throughout the curriculum but is more prominent in PHSCE and Personal development curriculum.

5.2 At school there is a high value placed on the values on SMSC

5.3 The school uses the additional mechanisms to promote SMSC

- Enrichment activities
- Educational visits
- Pupil Voice
- Classroom and school responsibilities

5.4 All students have a Developmental Profile using developmental guides from our Personal Development tool, FAGUS

## **6. Promoting British Values**

6.1 The School will take the following actions to promote fundamental British values.

- Learning about the strengths, advantages and disadvantages of democracy and how the law works in Britain
- Introducing pupils to international history
- Representing the cultures of all pupils within the curriculum
- Commemorating World War 1 and 2
- Ensuring that all pupils have a voice that is listened to and demonstrating and how a democracy works
- To enable pupils to debate and discuss
- Use teaching resources and educational visits to help pupils learn about and understand a range of faiths

6.2 By promoting fundamental British values through SMSC education, we will provide

- 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 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

## **7. Assessment, Monitoring and Evaluation**

7.1 The school GRIDMAKER allows for evidence of teaching and learning to be recorded for further evaluation.

7.2 This tool should be updated at regular intervals (minimum half termly) by all key staff.

7.2.1 The Head of Subject for PHSCE leads the management of GRIDMAKER

7.2.2 Teaching staff are responsible for updating GRIDMAKER for pupils during the taught curriculum

7.2.3 Key Workers and Pastoral Leads are responsible for updating GRIDMAKER for wider curriculum (those activities outside of lessons eg, Enrichment Activities)