



Spiritual, Moral, Social and Cultural Policy

SMSC

Document management

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Document Control

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For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Franche Community Primary School

Aims:

This policy aims to explain:

1. **Our Curriculum intent for SMSC**
2. **Implementation:** How we ensure there are consistent approaches to the teaching and learning of SMSC and a broad range of opportunities for SMSC development
3. **Impact:** How we know SMSC development is improving and having an impact upon learning

1. Our Curriculum intent for SMSC

At Franche Community Primary School we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We want to give each child the opportunity to explore social and moral issues; develop a sense of social and moral responsibility and promote the British Values. Our Franche Primary School values of: Family, Respect, Aspiration, Nurture, Community, Health and Enjoyment embrace SMSC development and are at the heart of all that we do.

SMSC is the Spiritual, Moral, Social and Cultural development of the children in our school. This is not a separate subject that is taught explicitly but an aspect of learning that should be present in lessons and evident in pupils' behaviour in school. Some lessons lend themselves more easily to direct SMSC development such as PSHE, Philosophy for Children and RE. We also aim to develop SMSC through assemblies, visits and visitors, community links, high behaviour expectations and our positive attitudes in school.

SMSC at Franche Primary is defined as:

Spiritual

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and 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

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

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 socio-economic 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

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.

British Values

- As articulated in the Government's 'Prevent' strategy of 2011 we have a focus on the core British values which are: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and belief.

At Franche Primary, we have created a simple visual overview to support teachers and pupils' understanding of SMSC:



2. **Implementation:** How do we ensure there are consistent approaches to the teaching and learning of SMSC and a broad range of opportunities for SMSC development?

Creative curriculum planning:

Year bands, overseen by the Creative Curriculum leader, subject leader and SLT, ensure that opportunities are planned to link with each curriculum topics using the 'topic overview' documents. (See Creative Curriculum policy).

Each subject area has an SMSC document which guides planning and supports teachers to embed SMSC, including British Values within every curriculum subject. (See the school website to find these documents for each subject area.)



SMSC Subject Statements

Subject: Modern Foreign Languages
<p>Spiritual</p> <ul style="list-style-type: none"> MFL supports spiritual development by teaching children to accept and embrace other languages and cultures. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and to develop a sense of fascination about linking their own language to another language and exploring the new words and phrases.
<p>Moral</p> <ul style="list-style-type: none"> MFL supports moral development by encouraging children to recognise the importance of learning a language from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learn to take the risk of making mistakes and to appreciate that other children are attempting to speak another language. Stereotypes and intolerance are challenged through the teaching of language and culture.

Social

- Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

Cultural

- Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as Brazil, and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.

In addition to this, our opportunities for SMSC development include:

Spiritual

We encourage spiritual development during RE lessons, assemblies and by welcoming and accepting the spiritual beliefs of others within our school community. We create opportunities for the children to experience stillness as well as reflecting on, considering and celebrating the wonders and mysteries of life through, for example, our 'Where/When in the World?' lessons. (See the R.E. Policy.)

Moral

At Franche Primary our Golden Rule is: **"Treat other people as you would like to be treated"** and we endeavour to develop moral understanding and problem solving through our high behaviour expectations; through PSHE lessons and Philosophy for Children lessons. We look specifically at actions with a moral dilemma and discuss them to develop the children's understanding. We feel it is important that children take initiative and act responsibly with consideration for others; distinguish between right and wrong and make informed and independent judgements.

Social

We have a wide variety of opportunities for social development in school including: PSHE lessons; Peer mediation; Year band buddy system; Social skills intervention groups; support sessions with our Parent Liaison worker; a consistent behaviour policy with clear consequences and rewards (see behaviour policy) and a restorative approach to supporting children to make good decisions.

We ensure all pupils have a voice through an elected school council who have the power to make changes in school and clubs such as debating further explore the promotion of British Values. In addition to this, our Safeguarding Action Squad and Eco-Committee all empower pupils to work together to ensure a healthy and safe school community. We develop an understanding of their individual and group identity, learning about service in the school and wider community and beginning to understand the need for social justice and a concern for the disadvantaged.

Cultural

The cultural development of our children is encouraged and supported through assemblies; RE lessons; understanding different cultures; multicultural texts used in each topic, themed weeks or days (for example black history month and International Day) and in welcoming and accepting the cultural beliefs of everyone in our school community. All curriculum areas seek illustrations and examples drawn from as wide a range of cultural contexts as possible. We recognise, respect and celebrate the value and richness of cultural diversity in Britain,

and how these influence individuals and society as well as recognising Christianity as one of the worldwide faiths.

Links with the Wider Community:

- Teachers plan for a wide range of visitors to be welcomed into our school across the academic year
- Links with local churches are fostered
- Close links are maintained with PCSO's to ensure an appreciation and respect for the rule of British Law is maintained
- Visits to places of worship of other faiths are arranged to support the appreciation of and respect for different cultures
- Cross- generational links are maintained with local care homes
- The school supports the work of a variety of local, national and global charities: e.g. Kidderminster food bank, Air Ambulance, WWF
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly
- Eco-schools make links with local eco community groups
- Our 'Food for life' programme hosts events e.g. food and garden show links also with community groups

Implementing Fundamental British Values at Franche:

Democracy

- Our pupils are encouraged to air views, debate issues and have a clear voice.
- We have a thriving school council for pupils from Year 1 to Year 6, ensuring the voice of the school population is heard at the highest levels.
- Children stand for election to the council every year and are chosen through a secret ballot – always an exciting and thought-provoking time in school, where pupils report to staff that they vote not for their best friend necessarily, but for the person they genuinely believe will represent them the most successfully.
- The council meets regularly to discuss issues raised in class meetings and through the individual year band's suggestion boxes. The council is about to receive its first budget and is able to introduce change.
- Individual children in Year 6 are elected to positions of responsibility such as House Captains and Head Boy and Head Girl. The children will put themselves forward and provide a short explanation of why they would be best for the job before the elections take place.
- Through our curriculum children are taught about, and encouraged to respect, public institutions and services.
- Our children are given a voice in the form of various questionnaires to seek their views on a range of issues including what they think works well in school and what could be improved and also in connection with their happiness and sense of security at school.

The Rule of Law

- The importance of laws, whether they are those that govern the class, the school, or the country, are consistently reinforced at Franche.

- From an early age, the rules of the school are embedded in the pupils. They are taught the value and reasons behind rules and laws, understanding that they govern and protect us.
- Pupils learn that following rules and behaving well and with respect for others is rewarded through our reward tickets and weekly prizes. They also learn that breaking the rules, of the class or the school, has consequences, for example, break or lunchtime detentions.
- We have regular visits from our local police officers along with visits from the fire and ambulance services. All help to reinforce these messages.

Individual Liberty

- At Franche, we provide boundaries for young pupils to make informed choices, through a safe, supportive environment and an empowering education.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-safety work and classroom discussions.
- Franche has a robust anti-bullying culture and clear behaviour policies in place.
- The curriculum we offer allows all individuals to join in and be involved with activities, including trips or visits out of school and residential visits.
- Children's achievements are celebrated in assemblies and also in weekly newsletters.

Mutual Respect and Tolerance

- Mutual respect is at the heart of our values. All members of the school community follow our Golden Rule 'Treat other people as you would like them to treat you'. The pupils know and understand that it is expected and imperative that respect is shown to everyone.
- Children learn that their behaviours have an effect on their own rights and those of others.
- At Franche pupils are not only taught to respect each other but to be kind and helpful too. Our year band buddy systems and library lunchtime sessions give opportunities for children to connect positively with children in other year bands.
- Our RE curriculum at Franche provides a broad and balanced education on a range of religions and faiths. We provide opportunities for the children to not only celebrate various festivals but visit places of significant cultural interest and places of worship. We also actively encourage visitors from a range of communities and organisations into school. (See R.E. policy)

3. Impact: How we know SMSC development is improving and having an impact upon learning?

The SMSC faculty, together with members of the SLT, work together to monitor the impact of SMSC in various ways over the academic year, including:

- Learning walks around school – with faculties, subject leaders, SLT and governors
- Action plans from subject leaders
- Planning trawls: SMSC faculty, SLT and subject leaders: including topic overviews, R.E. and P.H.S.E. plans
- Evidence from Lesson Observations
- Evidence from lower and upper school assemblies.
- Evidence from 'Reflection Journey' book scrutinies showing work from R.E., PHSE and P4C lessons
- Evidence from pupil interviews and staff questionnaires