

Sandhurst Primary School

Spiritual, Moral, Social and Cultural (SMSC) Policy (including British Values)

Introduction

SMSC stands for Spiritual, moral, social and cultural education. SMSC is embedded into each curriculum area and is covered through extra activities such as assemblies, school trips, clubs, visiting groups and speakers. It is an integral part of our values – based education. The aim of SMSC is to prepare each child for life in modern Britain.

In the document “Promoting fundamental British Values as part of SMSC in schools: departmental advice for maintained schools – November 2014” the DfE state:

“Schools should 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. This can help schools to demonstrate how they are meeting the requirements of Section 78 of the Education Act 2002, in their provision of SMSC.”

At Sandhurst we actively promote the values by challenging opinions or behaviours in school that are contrary to fundamental British Values. This is done through the implementation of our SMSC policy.

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, and show respect for different people’s feelings, values and faiths.
- 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 children is shown by their:

- ability to recognise the difference between right and wrong and to have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children is shown by their:

- ability to interact with a diverse group of people
- cooperating well with others and being able to resolve conflicts effectively
- willingness to

volunteer

- understand how societies function and are organised in structures, such as the family, the school
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty, respect and tolerance of those with differing faiths and beliefs.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in and respond to; artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield
- interest in exploring, understanding of, and respect for cultural diversity

How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school Values based monthly themes	RE curriculum plans, include a multi-faith approach based upon the Lewisham SACRE document. Visiting places of worship Whole school assemblies Outdoor learning Residential visits Harvest, Christmas and Easter celebrations Visits from faith groups Time to reflect upon learning and experiences Displays; religious festivals, the natural world
Moral Development	
Provision	How it is evidenced
School behaviour Policy and Code of Conduct Religious Education curriculum Pupil Voice Philosophy for Children Taking part in Charitable projects	Regular recording and reviews of Behaviour, eg Red Books, staff discussion Whole school/class reward systems Anti-bullying activities E-Safety teaching Whole school Assemblies and the explicit discussion of school values, value of the month communicated to parents and carers through newsletter Circle times Child participation in a range of pupil groups: School Council, Peer Mediators, Playground Friends, Year 6 monitors Charity appeals Choir singing at the Salvation Army and various other

	community events Art project with St Christopher's Hospice (encompassing all aspects of SMSC)
Social Development	
Provision	How it is evidenced
PSHE Curriculum Working together in teams Pupil Voice/ School Council Extra - curricular activities The Arts Curriculum Outdoor Education PE curriculum Cross phase working Targeted mentoring Learning Mentor SEAL groups Monitors	Class circle times Pupil Groups including: School Council, Peer Mediators, Playground Friends, Year 6 Monitors Residential visits in year 5 Dads' Camping Educational visits After- school clubs Transition visits and workshops Charity support Pupils supporting other pupils, eg buddying, partner classes, Sandtots, Creche, Nursery Sporting events
Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts Curriculum MFL School Events	School visits to museums, galleries, concerts, theatre visits Meeting authors Visiting theatre groups eg, Rainbow, Quantum, Freshwater Laban Dance workshops Opportunities to take part in school productions /Performances Choir Opportunities for individual instrumental lessons (steel pans, flute, keyboard, clarinet, guitar etc) Visits from people of different cultures Black History Month celebrations International Evening MFL teaching After-school clubs, eg art, drama, crafts Partnership with Lewisham Youth Theatre Class Assemblies Language of the term

The school will review this policy every three years to ensure practice across the school is in line with this policy (December 2020.)