

Sandhurst Primary School



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

At Sandhurst Primary School we believe in excellent progress and experiences for all in a safe and caring environment.

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Approved by: Date:	Rebecca Dove, Headteacher Sophie Smith, Chair of Governors Date: 01.02.2024

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1. Rationale

At Sandhurst primary school, we believe that the central aim of SMSC is to prepare our pupils for a happy and fulfilled life in modern Britain. We aim to ensure that through our vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We believe that the personal development of pupils; spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We aim to provide children with opportunities to explore and develop:

- their values, beliefs and spiritual awareness
- positive, caring attitude towards others
- an understanding of social and cultural traditions
- an appreciation of diversity and the richness of theirs and others' cultures.

SMSC is embedded into the ethos and general life of the school. It links to many key policies and documents and is an integral part of our curriculum. SMSC education is additionally enhanced through assemblies, school trips, clubs, links with faith groups, visiting groups and speakers.

SMSC education is closely aligned to our values – based education, linking to our core school values of:

- Perseverance
- Kindness
- Respect
- Honesty
- Positivity
- Fairness

2. British Values

Pupils are supported to become responsible citizens through the promotion of modern British values. These key values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs

These values are embedded in our general school life and curriculum but also additionally promoted through features such as our own active school council, an exploration of the roots of democracy within our Ancient Greeks topic, year 6 participation in Lewisham's Junior Citizen programme and most recently our membership of the Community Conversations programme which aims to support and empower families and people within local communities.

3. General principles

Our school community is a place where:

- Children will develop their self-esteem and find acceptance of themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school
- Everybody models and promotes expected behaviour, treating all people respectfully, fairly and as unique and valuable individuals.
- People consider the needs and feelings of others
- Pupils learn to differentiate right and wrong and to reflect on how their actions affect other people. They are encouraged to value themselves and others.
- Pupils are helped to understand the need for rules and how they help us all. Pupils are involved in developing and agreeing their own class rules. Our 'Good to be Green' behave system is used across the school and promotes positive behaviour choices and the opportunity to put things right. Our 'Zones of Regulation' approach supports children to learn to recognise their emotions and manage feelings before they become overwhelmed.
- Children learn to treat others as equals and are accepting of differences.
- Everybody has a sense of value and belonging.
- Home-school partnerships are effective and supportive to the child
- Pupils are taught to appreciate their local and wider environment and develop a sense of responsibility towards it.

4. Curriculum principles

Our school community is a place where:

- Everybody listens and talks to each other
- Children work collaboratively and cooperatively
- Key faiths and spirituality are learned about, particularly within the RE curriculum. All pupils'/families' beliefs are respected and the diversity of beliefs and traditions recognised.
- Our planned and delivered curriculum draws on and celebrates as wide a range of cultural contexts as possible. Resources, books and materials are scrutinized to ensure that they do not perpetuate cultural stereotypes and are representative of our school community and modern Britain.
- Pupils can talk about personal experiences, ideas, beliefs and feelings in a safe and supportive space.

The Spiritual Development of children is demonstrated by their:

- Ability to be reflective about their own beliefs, religious or otherwise, and show respect for different people's feelings, values and faiths.
- Reflect on, consider and celebrate the wonders and mysteries of life
- 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 demonstrated by their:

- Ability to recognise the difference between right and wrong
- To have a developmentally appropriate understanding and 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 demonstrated by their:

- Ability to interact with a diverse group of people
- Cooperative skills with others and being able to resolve conflicts fairly and effectively
- Willingness to volunteer
- Understand how societies function and are organised in structures, such as the family and 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 demonstrated 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 our school community, local community and further afield
- Interest in exploring, understanding, and respect for cultural diversity

5. 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	RE curriculum plans include a multi-faith approach based upon the Lewisham SACRE document.
Assemblies linked to key festivals, religions and celebrations	Visiting places of worship
Opportunities for quiet reflection	Whole school assemblies
Outdoor education	Outdoor learning Celebrations and learning linked to key religions and festivals
Whole School Values based monthly themes	Visits from faith groups/leaders Time to reflect upon learning and experiences Displays; religious festivals, the natural world

Moral Development	
Provision	How it is evidenced
School behaviour Policy and systems	'Good to be Green' positive behaviour support system Whole school/class reward systems Golden book assemblies
Religious Education curriculum	Anti-bullying activities E-Safety teaching
Pupil Voice	Whole school Assemblies and the explicit discussion of school values, value of the month communicated to parents and carers through newsletter
Taking part in Charitable projects	Circle times Child participation in a range of pupil groups: School Council, peer mediators, playground friends
Assemblies and initiatives responding to world events	Charity appeals Choir supporting community events
PSHE curriculum	Older children exploring and responding international news and events

Social Development	
Provision	How it is evidenced
PSHE Curriculum	Class circle times
Pupil Voice/School Council	Pupil Groups including: School Council, Peer Mediators, Playground Friends, Year 6 Monitors
The Arts Curriculum	
Outdoor Education	School sleepover in year 1, overnight camping in year 3 and 5 day residential visits in year 5
PE curriculum	Opportunities to perform in school and at community/local events
SEAL groups	Dads' Camping
Extra-curricular clubs	Educational visits
Cross school events and competitions	After- school clubs
Transition work between phases	Transition visits and workshops
	Charity support
	Pupils supporting other pupils, e.g. buddying, partner classes, reading with younger children Nursery Sporting events

Cultural Development	
Provision	How it is evidenced
	Planning and received learning draw from a diverse range of cultures and resources
A diverse and inclusive curriculum	School visits to a wide range of museums, galleries, concerts, theatre visits
Diverse and inclusive resources	Meeting authors/musicians/performers
Representative and inclusive book stock	Visiting theatre groups e.g., Rainbow, Quantum, Freshwater Laban Dance workshops
School Visits	Opportunities to take part in school productions /Performances
Participation in the Arts	Choir
Arts Curriculum	Opportunities for individual instrumental lessons (steel pans, flute, keyboard, clarinet, guitar etc.)
MFL	Visits from people of different cultures
School Events	Black History Month focus/celebrations
Assemblies Schedule	International Evening
Extra-Curricular Activities	A range of extra-curricular clubs such as art, musical theatre and martial arts
	MFL teaching

6. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of lesson plans and teaching and learning, by subject coordinators /senior leadership team / governors.
- Discussion at staff and governors' meetings
- Audits of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Inclusion on the School Development Plan at key review and development points.
- SMSC Checklist completion and reviews

Key Related Documents

RE Scheme of Learning

Behaviour Policy

Single Equalities Scheme

Equality, Diversity and Inclusion Policy

PSHE (incl. SRE) Scheme of Learning