St Michael's C E Primary

SMSC (Spiritual, Moral, Social and Cultural) Development Policy

'Achieving and growing together'

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." *(Our children)*

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential; So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." *(Luke 8:8)*

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Statement of intent

At **St Michael's CE Primary School**, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can achieve and grow together. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's curriculum and is not limited to specific SMSC lessons.

Legal framework

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

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2022) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

A whole-school approach to SMSC education

The governing board will ensure that SMSC education is embedded across the school's curriculum to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's **spiritual** development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's **moral** development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's **social** development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's **cultural** development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. The school has developed an SMSC matrix, which shows where SMSC education, respectively, are embedded into subjects and provides examples of their inclusion.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

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

- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness linking to our particular values of respect and perseverance.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing pupil representatives including house captains, sports captains and eco council.
- Hearing pupils' voice through regular pupil voice monitoring.
- Establishing monitoring and jobs roles for pupils, e.g. class monitors and cloakroom monitors, to allow pupils opportunities to develop and display leadership skills
- Appointing playground leaders
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking such as in church.

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing school rules
- Teaching pupils about laws that are relevant to the school setting
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days, for example, International Day of Peace

- Arranging trips to places of worship including synagogues and mosques
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- Arranging visits from various religious leaders

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in collective worship and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities.
- School-community link organisations, e.g. 'friends of St Michael's
- Hosting school events to which community members are invited as participants or audience members e.g. Eucharist service and coffee mornings.
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- 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 there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- 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.

Monitoring and review

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

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Regular policy audits.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the headteacher and pastoral lead, and any changes will be communicated to all stakeholders.

The next scheduled review date for this policy is _____.

SMSC Matrix

This matrix demonstrates where spiritual, moral, social and cultural education, respectively, are promoted across the range of subjects offered.

Promoting SMSC in English

Spiritual	Moral	Social	Cultural
• Awe and Wonder – continuing to plan exciting opportunities to give children the chance to discuss, celebrate and share work with others. • Self and Peer-Assessment. Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them. • Cross Curricular writing – Science/Geography/etc led topics. • Stimulating learning environments. • Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates. • Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences. • LOs across the year groups encouraging children to think about how characters feel – allows children to reflect on their own experiences. • Discussion of class book.	• Use of drama/role play when discussing different scenarios – this can be used across the curriculum. • stories to discuss and debate moral issues. Value of the Week assemblies. • Discussions about cause and effect in fictional scenarios. • Discussions about what characters could do and what they should do, allowing children to draw on real-life experiences. • Discussion LOs in each year group, encouraging children to investigate and explore their view on moral and ethical issues in the book.	• Inviting other year groups to Topic Outcomes. Debating and writing about different social, religious and economic backgrounds using non-fiction texts. • Discussion about conflicts arising in fiction books.	• Weekly Spelling Lessons: exploring and investigating origins of words, grammar. • Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.

Promoting SMSC in Mathematics

Spiritual	Moral	Social	Cultural
• Developing deep thinking and questioning through maths about the way in which the world works promotes spiritual growth. • We aim to give all students an appreciation of the richness and power of maths. • Maths in Nature is embedded in Sequences, Patterns and Symmetry • We promote a sense of wonder in the exactness of mathematics in the exploration of shapes, number patterns and real world examples.	• Within the classroom, we encourage respect and reward good behaviour. • We value listening to others' views and opinions on problem solving. • We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with. • We recognise how logical reasoning can be used to make decisions and choices that help them to learn in mathematics.	• In classrooms, we look for opportunities for pupils to use miniwhiteboards to promote self-esteem and build self-confidence. • We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners in order to show that the result is often better than they could achieve alone. • We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. • We exhibit pupils work in classrooms on working walls and displays to share their good practice and celebrate achievement.	• We incorporate mathematics into cross-curricular topics.

Promoting SMSC in Religious Education

Spiritual	Moral	Social	Cultural
• Discuss and reflect upon key questions of meaning.	• Value diversity and engage in issues of truth, justice and trust.	• Consider how religious beliefs lead to particular actions and concerns.	• Promote cultural understanding from a religious perspective through encounters

• The enquiries provide opportunities to reflect on concepts and how these are relevant to the children's lives. • Learn and reflect upon important concepts, experiences and beliefs which are at the heart of religious traditions and practices in lessons and as part of collective worship. • Consider how beliefs and concepts in religion may be expressed through the creative and expressive arts. • Consider how religions perceive the values of human beings and their relationships with one another, with the natural world and with God.	• Explore the influence on moral choices of family, friends and the media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. • Consider what is of ultimate value to pupils through studying the key beliefs and teachings from religion on values and ethical codes of practice. • Study a range of moral issues, including those that focus on justice, to promote racial and religious respect.	• Investigate social issues from religious perspectives, recognising diversity of viewpoint within and between religions.	with people, literature, the creative and expressive arts and resources from differing cultures. • Consider the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices • Promote racial harmony and respect for all, combating prejudice and discrimination. • Visitors to school Handling artefacts

Promoting SMSC in Science

Spiritual	Moral	Social	Cultural
• WOW science topics to inspire awe and wonder. Offsite visits to inspire children • Residential trips to ensure that children can draw upon a range of knowledge.	• Risk management and safety • Respecting living things and their environments • Importance of exercise and looking after our bodies including looking after teeth and healthy living.	• To look at how the structure and expectations of society have been challenge throughout history when major scientific discoveries have been made.	• The ability to learn about different scientists from across the world and how their discoveries may have been seen as controversial. • Taking part in open-ended enquiries where

• Use of the local environment, including the school grounds, to explore nature and the seasons. • Discussions and assemblies with local religious leaders to discuss varying views with scientifically discoveries	• The importance of morale and ethical decisions to be made in science - circle time discussions.	• Working with others. • Presenting work to others across the school. • Collaborating with others schools on projects. • Taking part in activities and experience days across the wider community. • Posing and answering questions through scientific enquiry work.	they may not always be an answer. • Showing respect to people's beliefs when discussing areas of science that are considered to be challenging.

Promoting SMSC in History

Spiritual	Moral	Social	Cultural
• Through looking at a range of sources the children will develop their opinion and understanding on a range of topics. • Children are encouraged to ask questions about the past. They will listen to each other's opinion and use it to influence their own decision. • Use of visits, visitors and artefacts stimulates curiosity and interest.	• Children will debate issues where right and wrong can be blurred. • They will listen to others and construct their own opinion knowing they are able to change their opinion as they go. • When considering different scenarios and points of view through drama, role play, stories and pictures.	• Children are encouraged to listen to others opinions and respect them, even if they are different. • Throughout the school children will have the opportunity to work collaboratively by making decisions as a team as well as making compromises. • By comparing different aspects of history e.g. Saxons, Romans they will have the opportunity to analyse different social structures.	• Through visits, crafts and themed days, children can appreciate the cultural diversity of different societies. • They will be encouraged to celebrate historical events on world level.

Promoting SMSC in Geography

Spiritual	Moral	Social	Cultural
• Opportunity to learn about how different countries might have different religions and this would influence the culture in these countries. Learning about volcanoes, earthquakes and extreme landscapes promotes awe and wonder about the world around us. A chance to reflect on world events such as natural disasters. Children are able to imagine being in these situations	• Discussions about the moral implications of how we treat the environment and the impacts of climate change. Conservation of the local area, recycling, saving energy and protecting the environment. Children learn about the responsible use of natural resources. Opportunities for learning about fair trade and why this is important	• Increasing social awareness by taking part in charity fundraising activities to help people from home and different countries in need. Reflecting on world events. Developing an understanding that people come from different socioeconomic and ethnic backgrounds and how this varies greatly around the world. Addressing misconceptions and stereotypes.	• Develop a deeper understanding of different cultures, celebrating differences and learning about diversity.

Promoting SMSC in Art and Design

Spiritual	Moral	Social	Cultural
• In looking at creative works, pupils have time to reflect on the themes and emotions that are communicated. • In learning about different artists and what has inspired them, they are able to learn more about the world around them. • Through a unit of work, children are encouraged to reflect first of all on examples of art work from others	• In exploring work of different artists from different times and cultures, pupils are able to consider and discuss moral and ethical issues.	• Collaborative work in lessons, in children's own sketch books and when contributing to larger shared pieces teaches children the value and the skills of working together.	• The study of a range of artists allows pupils to describe similarities and differences across different disciplines and cultures.

including what they like, what they don't like and why.			
• Through learning skills they reflect on what works well and what doesn't.			
• Children produce creative pieces to express their own ideas and are encouraged to reflect on these at the end of a project.			

Promoting SMSC in Music

Spiritual	Moral	Social	Cultural
• The chance to reflect on events, opinions, composers, music, songs, instruments and different styles of music through music lessons. • The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non-judgemental way. • Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance. • Use of imagination and creativity	• When considering different viewpoints about various pieces of music and the impact they have on individuals, we encourage children to consider and respect the viewpoints of others with regards to personal preferences. • Opportunities to learn about historical attitudes to different types of music.	• The structure of techniques in music give pupils the skills and setting to participate and co-operate. This helps increase participation as music lessons are generally practical. • Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. • Children of all abilities have access to the music curriculum, and it is often an area where the less able achieve. This inclusive approach models active participation.	• Music and performances are chosen carefully and selected so as to understand, accept, respect and celebrate diversity and cultural differences.

through composing and improvisation. • Working as part of a team, listening to others and reflecting upon their own experiences enhance their sense of enjoyment through playing as part of group and feeling part of a team. (performing together and learning the violin in class tuition)		• Participation in music as part of a group develops social skills.	

Promoting SMSC in Spanish

Spiritual	Moral	Social	Cultural
• Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. • Pupils get excited about learning a new language. • All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.	• Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. • Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.	• Explore ways of inviting guest speakers into Spanish lessons after clearance from SLT, e.g. Spanish speaking pupils from local universities.	• In learning a MFL from another culture pupils begin to appreciate the similarities and differences between Spain and Britain. • Pupils explore famous landmarks and the history and heritage linked to these landmarks in Britain and Spain.

Promoting SMSC in Design Technology

Spiritual	Moral	Social	Cultural
• Reflecting on products and inventions, the diversity of materials and ways in which design can	• Awareness of the moral dilemmas created by technological advances • Use of sustainable materials	• Opportunities to work as a team recognising others' strengths, sharing equipment.	• How different cultures have contributed to Technology.

improve the quality of our lives • Evaluation of products – does it meet the criteria – self and peer review and reflection		• Make healthy choices in designing menus.	

Promoting SMSC in Computing

Spiritual	Moral	Social	Cultural
• Online Interactions—E-Safety • Respect others and themselves. • Values, principles and beliefs. • Understanding feelings, emotions and impact. • An appreciation of the intangible	• E-Safety / Online. • Collaborative working—respect (coding, making films). • Respect for others' feelings.	• E-Safety / Online. • Working collaboratively on projects. • Appreciate rights and responsibilities.	• Online interactions—E-Safety. • Using range of cultural pics/names etc for creating publishing. • Use language & understand images / icons.

Promoting SMSC in PE

Spiritual	Moral	Social	Cultural
• The chance to reflect on performance is key in PE and games lessons. The children will reflect on their teamwork, participation and role. • It is crucial to abide by the rules for the activity children are participating in. We learn to respect the rules and enjoy our activity. • It is critical that children challenge themselves – this could be through increasing the difficulty of their activity or creating a new activity which progresses their learning.	• In a range of different activities, the children will be faced with choices of what is right and wrong. • Children will be taught the rules of a sport/activity and we will discuss our right choices. • We will discuss how making the correct choice is beneficial for both parties/teams. When you win, you win fairly. • If we are participating in a sport and a child makes the wrong choice • We will discuss the consequences to their actions. For	• It is key that children have the opportunity to work with a range of children throughout lessons as well as outer school activities. Sports isn't about just playing with your close friends. • We will continuously mix children and ask children to resolve issues with an adult acting as a supervisory role. • We will discuss how teams don't always get on but they need to adapt to work together and this is what creates a team.	• We have the opportunity to participate in a number of different sporting activities. • In our Sports day all children participate in a range of different activities.

• In PE and games, we reflect, via self-assessment, peer assessment and teacher assessment, in a non-judgemental way so children can challenge themselves to their next steps.	example, if someone is sent off their team will be without a player.		

This policy has been approved by the Governing Body and Head teacher of St. Michael's C of E Primary School.

Chair of Governors ….

Signed: … *Katja Purs* … …………………………………………

Print Name: … … Katja Purvis…………………………………..

Date:…01/11/2022… … …………………………….

Head Teacher

Signed: …… *Johnston* ……………………………………………..

Print name:……GAVIN JOHNSTON…………………………………….

Date: …………01/11/2022………………………………………..

REVIEW DATE …November …2025………………………..