



Kingfisher Primary

SMSC Policy

Responsibility	SLT
Date of last review	September 2024
Date of next review	September 2025

Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Kingfisher Primary we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school vision.

Mission statement / link to vision

Our vision is that every child will have ambition to achieve, show respect which will lead to happiness and develop team work through a sense of belonging. We feel that effective SMSC development is central to this.

Definitions

We use the Ofsted 2014 definitions to help us define SMSC (Spiritual, Moral, Social and Cultural) development:

Spiritual = Beliefs, religious or otherwise, which inform children's perspective on life and their interest in, and respect of, different people's feelings and values. A 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 and willingness to reflect on their experiences.

Moral = Ability to recognise the difference between right and wrong and children's 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 = Use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socioeconomic 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 = Understanding and having an 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 socioeconomic groups in the local, national and global communities.

Aims

At Kingfisher Primary we share, support and strive to achieve the Ofsted 2015 pupil aims for SMSC as outlined in the inspection handbook:

To be spiritual:

- Gain an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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
- Develop use of imagination and creativity in their learning.
- Have a willingness to reflect on their experiences.

To be moral:

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

To be social:

- 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

To be cultural:

- Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they 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.

SMSC in the Early Years

At Kingfisher Primary Early Years Foundation Stage (Nursery and Reception) we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. Nursery rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. This is continued as children move into Reception and start to learn all of our special whole school rules. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in staff's planning and purchasing decisions.

Spiritual Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation within the EYFS

Development in SMSC will take place across all areas of learning, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Group discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community in EYFS

- Visitors are welcomed into EYFS.
- Links with the Church are fostered.
- The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the child.
- Children will be taught to appreciate their local environment and to develop a sense of responsibility to it. This includes helping to care for our garden areas and school pets.

How the curriculum contributes to SMSC in Key Stage 1 and 2

The Contribution of English

English contributes to our SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping children to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

- Using lesson activities such as discussion and conscience alley to explore dilemmas and moral stories.

The Contribution of Mathematics

Mathematics contributes to our SMSC development through:

- Spiritual development: through helping children obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping children work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping children appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our children's SMSC development through:

- Encouraging children to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Computing

Computing and ICT contributes to our children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History

History contributes to our children's SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling children to reflect on issues such as war, conquest, invasion, slavery etc.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our children's SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Study of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our children's SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Children learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.
- Collective worship allows time for personal reflection and prayer.

The Contribution of Art

Art contributes to our children's SMSC development through:

- Art lessons develop children' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving children the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to children's SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

The Contribution of Music

Music contributes to our children's SMSC development through:

- Teaching that encourages children to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.
- Listening to music together and celebrating e.g. Proud assembly on Fridays, our special whole school songs etc.

The Contribution of Physical Education

Children's SMSC development is actively promoted though PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.

- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Student Leadership e.g. School Council, Play Leaders, School Ambassadors, Eco Warriors etc.
- Assemblies have a Spiritual, Moral, Social or Cultural theme.
- Through community projects, for example, our food collection for Doncaster Food Bank, tree growing etc.
- Our extensive Extra-Curricular Programme.
- Taking part in charity work e.g. MacMillan cancer care, Children in Need, Sport Relief etc.
- Links with other schools within our Trust e.g. Trust Council Meetings.
- School productions e.g. our Christmas plays, Y5/6 summer performances, music concerts etc.
- Visitors in to school e.g. local minister. All visitors in to school are vetted first and it is ensured that they speak to the children in line with this policy and other key policies such as Collective Worship.
- Links with local places of worship.

Responsibility of CL team in implementation of policy

All Curriculum Learning Teams must consider SMSC development when writing their action plans and planning for their subjects.

Responsibility of leadership team and Governing Body in implementation of policy

- Provision for SMSC is monitored and reviewed by the SLT, teachers, children and Governors.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.

Communication of policy to others

This policy will be shared with all staff and stored on the staff share of the school network for reference. We also publish this policy on our school website.