



Great Wilbraham C of E Primary School

Policy title: Spiritual, Moral, Social and Cultural (SMSC)

Date created: June 2022

Next Review Date: June 2024

Date ratified:

Signed:

1. Introduction

At Great Wilbraham C of E (VC) Primary School (GWPS), we want our pupils to be successful, confident learners and responsible citizens. Guided by our Christian vision and values, we are committed to providing an environment that:

- o Enables children to learn and develop to their full potential
- o Ensures respect, forgiveness, empathy for others and acceptance of differences
- o Encourages independence, resilience, cooperation and collaborative working
- o Ensures pupils develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- o Engages, excites, is meaningful and rigorous
- o Stimulates questioning and challenge
- o Is aspirational, creative, flexible and responsive
- o Prioritises spiritual, moral, social, cultural intellectual and physical development
- o Educates citizens for today and beyond

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

2. Quality of Education

2.1. Intent of the Curriculum

At GWPS we strive to teach children how to be:

- o CARING for the world around us and TOGETHER show RESPECT and FRIENDSHIP to everyone
- o CONFIDENT in their knowledge and have COURAGE to be effective critical thinkers
- o CREATIVE and acquire key skills to lead a healthy life physically, emotionally, socially, morally, spiritually and culturally in order to adapt to an ever-changing society

2.1.1. Spiritual, Moral, Social and Cultural (SMSC) development

Spiritual development

Spiritual development focuses on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others. The Spiritual development of all our children is addressed through the Christian vision and values of the school. As a church school we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum. We are committed to:

- o Celebrating the religious and non-religious beliefs and values of our families and building an awareness of and respect for others' spiritual and religious beliefs
- o Fostering common human values and building spiritual capacities to promote self-worth, self-esteem and valuing others
- o Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- o Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

TOGETHER we are CARING, CONFIDENT and CREATIVE learners





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Moral development

Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong. We encourage pupils to:

- o Be truthful and honest
- o Respect the rights and property of others, their opinions and customs
- o Help others and solve differences of opinion

Social development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance. We are committed to:

- o Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- o Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- o Teaching the Equalities Act throughout our curriculum.

Cultural development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others. We value and celebrate the cultural diversity of our school, our society and the world by:

- o Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- o Celebrating the richness of culture and tradition.
- o Weaving global education themes through our curriculum

2.1.2.Promotion of fundamental British Values:

The Department for Education (DfE) states that there is a need "to create and enforce a clear and rigorous expectation on all schools to 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." The definition of British values can be found in the 2011 **Prevent Strategy**. Advice from the DfE is to do so through SMSC, though Ofsted will assess it through the curriculum too. At GWPS we promote these values through our broad and balanced curriculum and through a wide range of extra-curricular or enrichment activities which, we believe, support the development of the 'whole child'.

Democracy:

Children have many opportunities for their voices to be heard. An annual questionnaire gives them the opportunity to put forward their views about the school. Our School Parliament, made up of elected members from each year group, is split into 3 ministries – Caring, Confident and Creative. Each has a key role in running the school, discusses issues raised by pupils and has the power to effect change. Visits from local MPs and visits to the Houses of Parliament and 10 Downing Street help reinforce this message and all children learn about government, democracy and current affairs through regular assemblies and through PSHE lessons.





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The Rule of Law:

Laws, whether they are those that have an impact on individual classes, the school or country, are consistently reinforced throughout the school day, through collective worship and Our Positive Behaviour Policy supports children in their learning about right and wrong and the importance of rules or following a code of conduct. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We are assisted in reinforcing this message by authorities such as the Police and Fire Service.

Individual Liberty:

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our online safety and PSHE lessons. Pupils are given the freedom to make choices through participation in extracurricular clubs and opportunities and we encourage children to value the individual liberties they enjoy, by participating in charitable events such as Comic Relief, Children in Need and our own harvest donations, all of which help them to appreciate that there are children locally, nationally and internationally who face a wide range of challenges in their lives. This is also reflected within the PSHE, RE and Geography curriculum, looking at the responsibilities of each of us as Citizens of the World to use what we have wisely and to think about our impact on the planet.

Mutual Respect:

Our school ethos and behaviour policy is influenced by Christian Values as stated in the Values for Life Diocese of Ely document. We promote respect for others at all times, in all situations and our mission statement, Collective Worship and PSHE lessons reinforce that expectation. Pupils know and understand that respect is shown to everyone whatever differences we have.

Respect and tolerance:

At GWPS, we promote Christian Values and additionally ensure we value those with different faiths and beliefs. This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and learning about different religions through RE and PSHE lessons. Assemblies and discussions promote the learning of different faiths and beliefs and members of different faiths or religions are encouraged to share their knowledge. It is our duty to prepare our pupils for successful lives as adults living in Britain. By promoting British values, we enable children to develop a sense of community and to understand their responsibilities and roles within that community.

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge

We will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources, for example the "Values for Life" document and Sustainable Development Goals.
- Providing a detailed long-term plan for every class covering all aspects of the curriculum including SMSC and related areas, particularly Relationships, Health and Sex education. This plan is under constant





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review so that we can consider our rapidly changing world and learning opportunities which arise under this heading

- o Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- o Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- o Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

2.3. Impact

At Great Wilbraham C of E Primary School we promote SMSC through the following examples:

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; respecting oneself, others and the world around us; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the school and wider community; support, volunteer and cooperate with each other in school; appreciate diverse viewpoints; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

2.3.1. Assessment

SMSC audits take place to gather evidence of how the school embeds SMSC across the school (see appendix A).

3. **Behaviour and Attitudes**

3.1. Positive and respectful culture

SMSC and British Values link with the school's promotion of Christian Values to promote a positive and respectful culture throughout the school. This can be seen with the interactions between pupils, parents and visitors with the staff.

4. **Personal development**

4.1. Extended curriculum and wider outcomes

Links with the Wider Community:

- o Visitors are welcomed into school
- o Links with religious communities in our local area are sought.
- o The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- o Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- o Through extra-curricular opportunities





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- Through links with our local Secondary Schools and University of Cambridge
- Through links with local charities such as Jimmy's Nightshelter

5. Leadership and management

5.1. Roles and responsibilities

Governing Body

- To promote the beliefs and culture outlined in this document
- To monitor the effectiveness of SMSC across the school

Leadership

- To promote the beliefs and culture outlined in this document
- To audit the effectiveness of SMSC
- To update the policy accordingly

Staff

- To promote the beliefs and culture outlined in this document
- To ensure the safety of all pupils
- To create a safe and welcoming environment

Parents

- To promote the beliefs and culture outlined in this document
- To support children and staff in discussions

Children:

- To promote the beliefs and culture outlined in this document
- To look out for each other and be respectful

5.2. Safeguarding

The safety of children is paramount in all situations. Should any issues appear, for example a child protection disclosure or a prevent concern arises, then safeguarding and child protection measures will come into effect and guidelines followed accordingly.

5.3. Health and safety

At all times a safe and healthy environment is maintained. Any hazards and concerns are reported to the Headteacher or the Office. Risk assessments are undertaken to ensure there is a safe working environment. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.4. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on SMSC and British Values.

6. Links to other policies

- 6.1. Ethos, values and aims document
- 6.2. PSHE
- 6.3. Relationships Education including sex education

7. Appendices

- 7.1. SMSC audit form





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Appendix 7.1 SMSC audit form

Spiritual development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- A 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES	AREAS TO DEVELOP
English	<p>For example:</p> <ul style="list-style-type: none"> • Use of texts from different cultures and backgrounds • Through comprehension activities, pupils are encouraged to empathise with characters and compare to own experiences 	
Maths		
Science		
Art and design		
Citizenship		
Design and technology		
History		
Geography		
Modern foreign languages		





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SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES	AREAS TO DEVELOP
Music		
PE		
PSHE		
Religious education		
Extra-curricular activities		

Moral development

Through the curriculum, pupils develop:

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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES	AREAS TO DEVELOP
English	<p>For example:</p> <ul style="list-style-type: none"> • Use of texts that look at the differences between right and wrong • Comprehension activities and questioning encourage pupils to debate consequences of actions and behaviour and apply this understanding to their own lives 	
Maths		
Science		





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SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES	AREAS TO DEVELOP
Art and design		
Citizenship		
Design and technology		
History		
Geography		
Modern foreign languages		
Music		
PE		
PSHE		
Religious education		
Extra-curricular activities		

Social development

Through the curriculum, pupils develop:

- A use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- An acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain





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SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES	AREAS TO DEVELOP
English	<p>For example:</p> <ul style="list-style-type: none"> Group speaking and listening/drama activities enable pupils to develop social skills e.g. co-operation and team work 	
Maths		
Science		
Art and design		
Citizenship		
Design and technology		
History		
Geography		
Modern foreign languages		
Music		
PE		
PSHE		
Religious education		





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SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES	AREAS TO DEVELOP
Extra-curricular activities		

Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES	AREAS TO DEVELOP
English	<p>For example:</p> <ul style="list-style-type: none"> • Texts used help pupils to explore and understand different cultures and backgrounds e.g. Black history, LGBTQ+ • Visits from local poets and authors built into the curriculum 	
Maths		
Science		
Art and design		





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Citizenship		
Design and technology		
History		
Geography		
Modern foreign languages		
Music		
PE		
PSHE		
Religious education		
Extra-curricular activities		

