

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

**June 2022**

**This policy has been agreed and ratified by the Headteacher and Chair of Governors. A signed copy is stored in the School Office**

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| **Review date** | **Version number** | **By whom** | **Summary of changes made** | **Date implemented** | **Date ratified** |
| May 2021 | 2 | SC | None | June 2021 |  |
| June 2022 | 3 | SC | Slight word order changes  Department for Education statement added | July 2022 |  |
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**Alvaston Infant and Nursery School**

**SMSC Policy: June 2022**

**This policy should be read in conjunction with the Schools Vision and the Statement of Intent for SMSC.**

‘All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values’. Department for Education 2014

**British Values:**

We received new guidance from the Department for Education (DfE) in 2015 around British values in school. The guidance on British Values instructs schools that we must promote respect and tolerance in pupils for all faiths, races, backgrounds and cultures. We have a duty to ensure that we do not place religious laws ahead of the British judicial system or teach anything that undermines the rule of English civil and criminal law.

Every school has to follow the aims of the Equality Act 2010:

* To eliminate unlawful discrimination
* To advance equal opportunity to all females and males
* To foster good relations between people

The school is committed to the provision of PSHCE and SMSC of all its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds.

**What is Spiritual, Moral, Social and Cultural Education?**

**The Spiritual Development of children is shown by the pupils:**

• Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings, values and faiths.

• 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.

• Willingness to reflect on their experiences.

**The Moral Development of children is shown by the pupils:**

• Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England.

• Understanding of the consequences of their behaviour.

• Interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

**The Social Development of children is shown by the pupils:**

• 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 social settings, cooperating well with others and being able to resolve conflicts effectively.

• Willingness to volunteer.

• Interest in, and understanding of, the way communities and societies function at a variety of levels.

• Acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

**The Cultural Development of children is shown by the pupils:**

• 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, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

• Understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

• 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 socio-economic groups in the local, national and global communities.

**Our Curriculum**

We believe that enjoyment contributes to success and endeavour to deliver an inspiring curriculum, in which valuable and meaningful experiences are at the forefront of our learning journey. In planning lessons, teachers are aware of the need to provide opportunities for pupils’ Spiritual, Moral, Social and Cultural development. SMSC will be delivered within discreet PSHE and R.E lessons, through cross-curricular learning throughout our bespoke curriculum and through our whole school assemblies.

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

**Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

• Curiosity and questions.

• Awe and wonder.

• Connection and belonging.

• Heightened self-awareness.

• Prayer and worship.

• A sense of security, well-being, worth and purposefulness.

The school has developed a climate within which all children can grow and flourish, respect others and be respected.

**Moral Development**

Our school develops pupil moral development by:

•Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school •Promoting racial, religious and other forms of equality.

•Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.

•Developing an open and safe learning environment in which pupils can express their views and practice moral decision-making.

•Rewarding expressions of moral insights and good behaviour.

•Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.

•Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.

•Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school’s values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

**Social Development**

Our school develops pupil social development by:

•Identifying key values and principles on which school and community life is based.

•Fostering a sense of community, with common, inclusive values.

•Promoting racial, religious and other forms of equality.

•Encouraging pupils to work co-operatively.

•Encouraging pupils to recognise and respect social differences and similarities.

•Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, school productions

•Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others’ needs.

•Providing opportunities for engaging in the democratic process and participating in community life.

•Providing opportunities for pupils to exercise leadership and responsibility.

•Providing positive and effective links with the world of work and the wider community.

**Cultural Development**

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Our school develops cultural development by:

•Extending pupils’ knowledge and use of cultural imagery and language.

•Encouraging them to think about special events in life and how they are celebrated.

•Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.

•Reinforcing the school’s cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits.

Teachers work with the children to capture their interests and spark their imaginations. The rich and varied experiences that we offer promote curiosity and instil a love of learning. Our curriculum approach will ultimately equip our children to flourish in the 21st century.

his policy will be reviewed in June 2023