

SMSC Policy

Social, Moral, Cultural and Spiritual with British Values



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This policy should be read in conjunction with the school's British Values Policy and the LA Agreed Syllabus for R.E.

Mission Statement

Aims and objectives

At Westfield School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that enables pupils to have the opportunities to explore and develop the following skills:

- An ability to reflect about own beliefs
- To respect and show an interest in different people's faith
- To have a sense of fascination about the world
- To develop personal beliefs
- For pupils to be able to talk about their own beliefs and the world's religions
- To be able to recognise the difference between right and wrong
- To show understanding and respect for the civil and criminal law in England
- To be able to show an understanding that there is a consequence to behaviour and actions
- To be able to give a reasoned view about moral and ethical issues
- To use a range of social skills in different contexts
- To be willingly part of the local community
- To accept and engage in British Values (see appendix one)
- To understand and appreciate the cultural influences that have shaped our own heritage
- To be able to discuss and appreciate the different cultures within the school itself
- To display knowledge of the British democratic system
- To have a willingness to participate and respond positively to artistic, musical, sporting and cultural opportunities
- To show respect for different faiths and cultural diversity

Coverage of aims and objectives

Many of the aims and objectives for SMSC and British values are embedded in the ethos of the school. It is an expectation that all people who come into our school, whether, staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

We strive to create a learning environment which promotes respect, diversity and self awareness. This development of skills encourages positive participation, independence and the understanding of consequences to actions.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as give them confidence to provide their opinions and develop their own view points.

Many curriculum areas provide opportunities to:

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

By using a SEAL scheme linked to SMSC and British Values (*GO-GIVERS*) from foundation to year 6, many aspects of SMSC and British Values are explicitly taught (see over view appendix two). These lessons are taught each term - timings are at the discretion of each year group and evidence of activities and lesson plans are kept in the SMSC file on the school's shared area. Additional evidence is kept on display on the main board near the school entrance and in the key stage folders.

At Westfield there is an active Junior Leadership Team which is involved in some of the decision making process.

A weekly assembly is dedicated to promoting British Values and additional whole school activities are planned to support SMSC.

At Westfield, the school's behaviour policy explicitly reflects the ethos of respect.

Resources

Planning and resources are provided by the *Go-Givers* website and in the SMSC file on the school's shared area.

Monitoring and review

Provision for SMSC will be monitored and reviewed on a regular basis by:

- Scrutiny of long term and medium term plans
- Collation of evidence of British Values and SMSC when being specifically taught
- Interviews with pupil's to assess children's achievements and understanding of SMSC and British Values
- Audit of policy and schemes of work
- The coordinator to keep colleagues informed of all current developments in the subject and by providing a strategic lead and direction for SMSC
- Learning walks to evidence ethos and culture that promotes SMSC and British Values

Appendix One

Definition of Spiritual, Moral, Social and Cultural terms

Spiritual

- A wonder of the world
- Emotional literacy
- What I believe
- Have values
- Having empathy
- Having respect
- Using imagination
- Self confidence

Moral

- Knowing the difference between right and wrong
- Recognising legal boundaries
- Understanding of the consequences of behaviour
- Appreciating the view - points of others.

Social

- Belonging to a community
- Belonging to different communities
- Acceptance and engagement of fundamental British Values

Cultural

- Ability to celebrate uniqueness and diversity
- Knowing about traditions and heritage
- Able to explore and show respect for different faith and cultural diversity.