

Ferndale Primary School



SMSC Policy

Ferndale Primary School
School Policies – SEPT 2024
Review – SEPT 2027

Ferndale Primary School Policy on Spiritual, Moral, Social, and Cultural (SMSC) Development

1. Purpose of the Policy

At Ferndale Primary School we know that Spiritual, Moral, Social, and Cultural (SMSC) development is central to the education of all of our pupils and permeates the whole curriculum, our values and ethos of the school. SMSC is embedded in every aspect of our curriculum and school life. We strive to nurture students to be reflective, respectful, and responsible pupils who understand and engage positively with their peers, community and the world around them.

In alignment with our school motto, "Belong, Believe, Achieve," and guided by our core values of Honesty, Respect, Equality, and Teamwork, we aim to create a school environment where every student feels a sense of belonging, is empowered to believe in their potential, and is supported to achieve their personal best.

2. Definition of SMSC

- **Spiritual Development:** Encouraging students to reflect on their own beliefs, values, and the world around them. Guiding them to explore and develop their personal feelings, emotions, individuality, personality and uniqueness. Promoting a sense of wonder and curiosity about life's big questions. Using Fundamental British Values to respect and explore the beliefs and values of their peers and the community around them.
- **Moral Development:** Helping students recognise the difference between right and wrong, allowing them to make choices in their behaviour through developing knowledge of boundaries. Guiding them to understand the consequences of their actions, and to take responsibility for their choices. Encouraging a strong sense of fairness, justice, and respect for others.
- **Social Development:** Developing the ability to work effectively with others, take part in community life, and form healthy relationships. Encouraging respect for others, social responsibility, and an understanding of societal structures. Students are taught to appreciate each other's similarities and differences, beginning with family and friends and extending to the wider community. An awareness and understanding of, and respect for, the environments in which they live is also developed.
- **Cultural Development:** Fostering an appreciation of the richness and diversity of cultures, including students' own cultural heritage, and the cultures of their peers, wider community and the world around them. Encouraging openness to different perspectives and

traditions, and a strong sense of identity. Exploring and comparing the values, beliefs, customs, foods, artefacts and stories from within their school and the world beyond.

3. Our Key Drivers

Our approach to SMSC is driven by three key principles that underpin our educational philosophy:

- **Aspiration:** We foster high expectations for all students, encouraging them to set ambitious goals and work hard to achieve them. We believe that every student has the potential to succeed and strive to inspire a love for learning through our, whole school, teaching and learning strategies.
- **Inspiration:** Through innovative teaching and meaningful experiences, we aim to inspire students to explore new ideas, develop critical thinking, and cultivate creativity. We provide a rich, stimulating environment and curriculum, that encourages curiosity and a passion for knowledge.
- **Inclusion:** We are committed to providing an inclusive environment where all students, regardless of background or ability, are supported to thrive. We celebrate diversity and ensure that everyone has equal opportunities to participate fully in school life. Our parents and wider community are embraced, making use of external resources.

4. Our Learning 9

To further support the holistic development of our students, we have identified nine key learning attributes, known as our 'Learning 9', which are crucial for success both in school and in life. The Learning 9 are explored and celebrated weekly during assembly times. These attributes are:

- **Confidence:** Encouraging students to believe in their abilities and take risks in their learning.
- **Independence:** Empowering students to take ownership of their learning and develop self-reliance.
- **Communication:** Promoting effective verbal and written communication skills, as well as active listening.
- **Motivation:** Inspiring students to stay driven and focused on their personal goals and achievements.
- **Resilience:** Teaching students to bounce back from setbacks and view challenges as opportunities to grow.
- **Co-operation:** Encouraging collaboration and teamwork in various learning environments.

- **Resourcefulness:** Helping students become creative problem-solvers who can use the tools and knowledge available to them effectively.
- **Questioning:** Fostering curiosity and the ability to think critically by asking insightful and reflective questions.
- **Nurturing:** Creating a supportive and caring environment where students feel valued and respected, and where their emotional well-being is prioritised.

5. Our School Values

Our school values are integral to the ethos and practices of the school. They strongly contribute to the implementation and delivery of SMSC, ensuring it is embedded in our curriculum, policies, and practices. They are reflected in the behaviours of individuals, including in their interactions, the provision of teaching, resources and learning environments. Our core values are:

- **Honesty:** We encourage openness and integrity in all interactions, helping students develop a clear sense of right and wrong and the importance of being truthful.
- **Respect:** Respect for oneself, others, and the environment is central to our school culture. We promote understanding and appreciation of the diversity of backgrounds, cultures, and beliefs within our community and the wider world.
- **Equality:** We believe in providing equal opportunities for all, regardless of race, religion, gender, or ability. Every student is valued equally and treated fairly.
- **Teamwork:** Working together to achieve common goals is a key part of our approach. We foster collaboration, communication, and mutual support among students and staff.

6. Engaging with Parents and the Community

At Ferndale Primary School, we believe in the importance of involving parents and the local community in the development and learning journey of our students. To foster strong relationships with families and the wider community, we:

- Engage parents by inviting them into school on a termly basis through our Ferndale 50 initiative, where they participate in fun activities, workshops, key milestones, and special ceremonies or celebrations.
- Maintain strong community links by facilitating sessions with outside agencies such as Barnardo's, being official members of the Spoke Project, working with the Ferndale Family Hub, and partnering with agencies such as the Breastfeeding Network and other SEN (Special Educational Needs) agencies.

- Provide ongoing support for families through our on-site Parent Support Worker, who is dedicated to offering guidance and resources for parents and carers.
- Host festivals and events, such as our Diversity Festival, which celebrates our inclusive values and the diverse backgrounds of our students and their families and our yearly book fair.

These ever-increasing initiatives are essential in building a strong sense of community, promoting parental involvement, and ensuring that we meet the holistic needs of our students both in and out of school.

7. How SMSC is delivered through the Curriculum

We incorporate SMSC into all aspects of school life, guided by our commitment to upholding our core values, key drivers, and our Learning 9. The curriculum in all phases has been carefully constructed to offer broad and balanced opportunities, especially through our Ferndale 50 initiative. Our aim is to inspire feelings of awe and wonder in all students. We achieve this with:

- **Curriculum Implementation:** Every subject contributes to SMSC, particularly subjects such as; Religious Education, Personal, Social, Health and Economic Education (PSHE), and the Arts.
Teachers and subject leads, actively identify opportunities within their subject areas to promote SMSC development, ensuring that students encounter moments of spiritual reflection, moral reasoning, social interaction, and cultural appreciation in all lessons. We engage with other agencies to contribute to the development of SMSC and character education such as; Healthy Minds, Happy Me, You be You, Commando Joe's and LUV.
- **Assemblies and Celebrations:** Regular assemblies are planned on a termly basis and shared with all staff in school. These encompass Fundamental British Values and key themes as they take place; such as Black History Month and Pride etc. Regular assemblies focus on themes related to SMSC, our values, key drivers, and our Learning 9. Encouraging the development of these attributes such as confidence, resilience, and respect through shared stories and achievement awards. Ferndale Primary School also holds regular celebrations of religious and cultural festivals over the year, including Harvest Festival, Diwali, Christmas, Easter, Eid, and Chinese New Year. These events promote inclusivity, respect for diversity, and an understanding of different cultural and religious traditions in our community and beyond.
- **Guest Speakers and Visitors:** To create a shared sense of community, inspire awe and wonder and broaden students'

understanding of the world, we regularly invite guest speakers and visitors from different backgrounds and perspectives and educational organisations. This practice helps challenge stereotypes, broaden students' horizons, and encourage high aspirations. Guest speakers provide valuable insights and inspire students by presenting diverse viewpoints and experiences. Outside education agencies present theatre productions and learning with stimulating matters, such as animals, food and science.

- **School Environment:** The ethos of the school promotes SMSC through clear values, respect for diversity, and positive relationships. Displays and resources, are accessible and purposeful, and reflect and celebrate learning and the development of SMSC.
- **Extracurricular Activities:** The school encourages participation in a variety of extracurricular activities, including day trips out, clubs, sports, and visits to local religious buildings, which foster social skills, teamwork, and an appreciation of cultural diversity.

8. Roles and Responsibilities

- **Leadership Team:** The leadership team is responsible for ensuring that SMSC and our school values, key drivers, and the Learning 9 are effectively promoted and applied throughout the school. They monitor the curriculum, assess progress, and provide training to staff where necessary.
- **SMSC Lead and Governors:** The SMSC lead and the school's governor work closely together to ensure that the SMSC provision is of high quality. They meet regularly to discuss the overall quality of education, assess the effectiveness of SMSC initiatives, and identify areas for improvement. The governors provide strategic oversight, while the SMSC lead ensures operational excellence and integration across the curriculum.
- **Staff:** All staff are expected to model and promote SMSC, our core values, key drivers, and Learning 9 attributes in their interactions with students and their teaching practice. Teachers and subject leads, identify opportunities within their lessons and subject areas, to promote SMSC development, ensuring that lessons include moments for students to explore moral, social, spiritual, or cultural issues. Staff provide a model good moral behaviour, respect for others, and cultural awareness.
- **Students:** Students are encouraged to take responsibility for their own personal growth in SMSC while embracing our Learning 9 attributes. Staff model how to embody the school's values of Honesty, Respect, Equality, and Teamwork through facilitating

clubs and systems for the children to take ownership of their own development. Students are given the opportunity to part take in:

- **Playground Buddy System:** Students take an active role in supporting each other through the Playground Buddy System, where designated students help others during playtimes and foster a supportive, inclusive environment.
- **Junior Leadership Team:** Students are given the opportunity to lead and make a difference through the Junior Leadership Team, where they take ownership of various responsibilities, contribute to decision-making processes, and help to drive positive changes within the school. Groups are led by the children and a nominated member (s) of staff, and include a group for; Sustainability/Eco, School Council, Diversity, Digital Leaders, Reading, Sports, Anti – bullying and Languages.
- **British Values and Cultural Capitalism** is promoted through SMSC and permeates through the school's curriculum, supporting the development of the 'whole child'. Picture News is used from EYFS to year 6 to enhance children's global and self-awareness, to ensure they know about current issues and events (meaning they can get involved and make a difference) and strengthening their engagement with new, exciting and relevant content.

9. Monitoring and Evaluation

Ferndale Primary School will regularly evaluate the effectiveness of SMSC provision through:

- Regular informal observations and feedback from staff and students.
- SLT and subject leads wider monitoring and provision of lesson plans and curriculum content.
- Reviewing participation in assemblies, extracurricular activities, and community events.
- Gathering informal feedback from parents and the wider community.
- Meetings between the SMSC lead and governor to ensure continuous improvement.

10. Equal Opportunities

This policy is inclusive and applies to all students, regardless of their background, religion, or culture. Ferndale Primary School is committed to providing an environment where every student feels valued and respected; ensuring they belong and are encouraged to believe in themselves to achieve their potential.