



Gusford Primary School

The *Active Learning* Trust

SMSC Policy

Gusford Primary School	
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Person responsible	Mr Tapley

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Intent

At Gusford Primary 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 have signed up for the national SMSC accreditation. We 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 - both online and in real life situations,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of other cultures
- and an awareness of the environment and the wider world around them.

Our teaching and learning practise aims to enable children to explore their own spiritual, moral, social and cultural beliefs in the following ways:

Spiritual Development

- explore their beliefs, religious or otherwise, which inform their perspective on life and facilitate their interest in and respect for different people's feelings & values
- discover a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- develop the use of imagination and creativity in their learning • demonstrate a willingness to reflect on their experiences

Moral Development

- develop an ability to recognise the difference between right and wrong, and a readiness to apply this understanding in their own lives
- develop and nurture an understanding of the consequences of their actions
- cultivate an interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

- explore the use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- demonstrate a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- develop and nurture an interest in, and understanding of, the way communities and societies function at a variety of levels
- develop an understanding and awareness of the wider world and environmental issues affecting society today

Cultural

- show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- demonstrate a willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- develop and nurture an interest in exploring, understanding, and respecting cultural diversity and demonstrating 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

Implementation

All curriculum areas 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 respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. We will assess this through the use of 'Pupil Voice'. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable

behaviour and provide opportunities to celebrate pupils' work and achievements. 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 teachers' planning and purchasing decisions.

Fundamental British Values and SMSC

We agree with the Department for Education's five part definition of British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We believe it is incredibly important that these British Values permeate through every school in the country. At Gusford you will encounter these values throughout our everyday school life. In particular our promotion of Spiritual, Moral, Social and Cultural understanding. Our school values uphold British Values within our school community.

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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

(Taken from the SMSC National Quality Mark)

SMSC and our School Values

The Gusford Primary School motto is:

'TOGETHER WE BELIEVE, LEARN & ACHIEVE'

Our three rights are

The right to be safe The right to be respected The right to learn

Our school values are:

Kindness Honesty Respect Confidence Responsibility

At the heart of the Gusford curriculum are **six key strands** that we believe are integral in enabling the best life opportunities for our pupils. These strands are interwoven and built upon from Nursery to Year 6. These are:

1. Environment
2. Community
3. Health and Wellbeing
4. Finance and Careers
5. Performance
6. Adventure

The strands are revisited throughout a child's time at Gusford but at different levels as they move through the school. These are mapped out in our long-term plans which enables both forwards and backwards 'engineering' for knowledge and skills. We provide a broad and balanced curriculum where each subject is celebrated and is brought to life through exciting experiences rich in cultural capital. We strive to teach beyond the National Curriculum, developing the children as individuals and as such place huge importance on both the personal development and the spiritual, moral, social and cultural development of the pupils.

Impact

We weave these values, rights and beliefs into our curriculum. We keep a record of the activities that we provide for the children to ensure we offer a broad, rich range of inspirational opportunities in-line with our core philosophy. This record is linked to the FBVs.

Attendance: 2022-2023 92% increased to 94.5% in 2023-2024 (reduction in PA)

Attainment: Forecast for KS2 2024 75%+ (in-line with na)

Pupil voice: Safe and happy in school