



# SEABRIDGE PRIMARY SCHOOL

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

### ‘Working Together To Be The Best We Can’

Approved by Academy Council

Date Approved:

Review Interval: 2 years

Last Review: November 2024

Next Review: November 2025

At Seabridge Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to offer 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, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. This is underpinned by the core Seabridge values (solidarity, equality, ambition, belief, resilience, innovation, determination, generosity and enthusiasm), as well as the British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs).

### Guidelines

- 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.
- The Seabridge values should underpin all aspects of learning and behaviour.
- The medium term plan/topic overview should identify purposeful opportunities for class- based SMSC.
- 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.
- 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. These should be developed through consultation with pupils to ensure a full understanding and ownership.
- 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.

### General Aims:

- To ensure that everyone connected with the school is aware of our values and principles, as identified through our school motto 'Working Together to be the Best We Can' and our school aims;
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and general life of the school;
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background;

- To ensure that pupils know what is expected of them and why;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs', feelings and responses to personal experience;
- To enable pupils to develop an understanding of their individual and group identity;
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society;
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.;
- To ensure that the British Values are promoted across the curriculum.

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** & 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**

### 1. The key features of SMSC at Seabridge Primary School:

- Pupil understanding of the school values: solidarity / equality / ambition / belief / resilience / innovation / determination / generosity / enthusiasm via assemblies and displays around the school
- Pre/after school clubs where children take part in a range of extended learning activities
- A range of diverse and engaging assemblies where all aspects of SMSC are explored and discussed; visitors to school bring fresh knowledge and also careers input
- Charity support where children are encouraged to donate, take part in activities and understand the work of specific charities
- Themed days/weeks and experience days where other cultures and societies are appreciated and investigated
- Trips/excursions and experiences to widen the outlook of children and raise aspirations
- School council involvement in areas of decision making for our school, ensuring effective use of pupil voice
- A PSHE 'golden thread' that runs through the entire curriculum and seeks to maximise opportunities for children to explore and generate understanding of all areas of their personal, social and health education
- Links with the wider community through themed events at specific times of the year e.g. Christmas, Harvest, Children in Need, Remembrance and through regular opportunities in the curriculum
- Competitions of a sporting and artistic nature both in the local and further reaching communities
- Close links with the local secondary schools to enhance the transition for upper KS2 pupils
- A comprehensive programme of nurture activities for designated children who need additional support to develop coping strategies
- Friendship buddies who receive training to provide play and friendship support at break times
- Use of restorative practice by all staff members to help in the resolving of conflict situations between friendship groups
- Use of up to date class assembly resources to provoke discussion around recent issues in the media tailored to each key stage
- Use of dedicated extremism and radicalisation resources from KS1-KS2 to promote understanding and tolerance.

## **Roles and responsibilities**

### **5.1 The Academy Council**

The Academy Council will approve the SMSC policy and hold the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for ensuring that SMSC is taught consistently across the school.

### **5.3 Staff**

Staff are responsible for:

- delivering SMSC in a sensitive way;
- modelling positive attitudes to SMSC;
- monitoring progress;
- responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching SMSC. Staff who have concerns about teaching SMSC are encouraged to discuss this with the headteacher.

### **5.4 Pupils**

Pupils are expected to engage fully in SMSC and, when discussing issues related to SMSC, treat others with respect and sensitivity.

## **6. Monitoring arrangements**

The delivery of SMSC is monitored by the headteacher and the Senior Leadership Team through: planning scrutinies, learning walks, work sampling and pupil voice. Pupils' development in SMSC is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

At every review, the policy will be approved by the Academy Council.