

SMSC (SOCIAL, MORAL, SPIRITUAL and CULTURAL) POLICY

Our school is:

- a safe, **supportive** stimulating learning environment;
- a **team** of respectful, tolerant, open minded citizens;
- a community where everyone **aspires** to be the very best they can be;
- a community of **resilient** lifelong learners;
- a centre of excellence where all achieve **success**.

PURPOSE

This policy sets out how Arboretum supports the spiritual, moral, social and cultural development of their pupils.

Review Date	September 2024
Reviewed By	Sarah Ferguson and Sally Bullock
Next Review Date	September 2027
Summary of changes	Use of the Jigsaw curriculum

Approved By:

Head Teacher **Date**

Chair of Governors **Date**

CONTENTS

1. INTRODUCTION	- 2 -
2. PURPOSE OF STUDY	- 2 -
3. AIMS	- 3 -
4. STATUTORY REQUIREMENTS	- 3 -
5. SUBJECT ORGANISATION AND MANAGEMENT	- 4 -
6. PLANNING	- 4 -
7. THE USE OF ICT	- 5 -
8. INCLUSION	- 5 -
9. EQUAL OPPORTUNITIES	- 5 -
10. PARENTS, CARERS AND COMMUNITY INVOLVEMENT	- 5 -
11. LEADERSHIP AND MANAGEMENT & ROLE OF SUBJECT LEADER	- 6 -
Appendices	- 6 -

1. INTRODUCTION

At Arboretum 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 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, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

2. PURPOSE OF STUDY

Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

All adults will model respect for pupils and adults alike and they will promote and reward expected behaviour, treating all people as valued individuals. Pupils will have opportunities to differentiate between right and wrong and to understand that their actions carry consequences. They will be encouraged to value themselves and others.

Pupils will gain an understanding of their rights and responsibilities and the need to respect the rights of others. All curriculum areas will seek to use resources drawn from as wide a range of cultural contexts as possible.

3. AIMS

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- 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.

4. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of SMSC are laid out in the Ofsted Inspection Handbook (2024) and in the Development Matters and Statutory Framework for the Early Years Foundation Stage (2024) – particularly the aspects of Personal, Social and Emotional development (Prime area) and Understanding the world.

5. SUBJECT ORGANISATION AND MANAGEMENT

Jigsaw covers all aspects of SMSC for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (unit)	Content
Autumn 1	Being me in my world	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic included) and understanding.
Spring 1	Dreams and Goals	Includes goal setting, aspirations and who do I want to become, what would I like to do for work and how can I contribute to society.
Spring 2	Healthy Me	Includes drugs and alcohol, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Healthy Me	Includes Relationship and Sex Education in the context of coping positively with change.

The teaching of SMSC is taught by both the class teacher and teaching assistant. At least weekly circle times/discussion opportunities will be offered to children. These may be general discussions, or more specific where an issue has arisen in the classroom that needs to be addressed or a wider topical issue that may have come to the children's attention eg: bullying, strangers etc.

Where appropriate, days are dedicated to specific whole school SMSC development. This may be in response to an identified need in school or alternatively as part of continued SMSC development for children. (See Appendix One – Whole school SMSC coverage)

6. PLANNING

The teaching of SMSC is integrated across all subjects. *Remove - All planning documentation requests the teacher to consider SMSC aspects for that lesson.* Where more specific SMSC teaching takes place, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. These will be delivered through cross curricular activities as well as specific SMSC, RE and Circle Time activities within the classroom setting. A large element of

the teaching of SMSC will be addressed through the integration of enrichment opportunities throughout the school year. The school commits to providing children with an understanding of what is required of a British citizen and in helping children to understand what are 'British values'. Children will understand what it means to make a valid contribution to British society.

An SMSC display will be available in each classroom, this will form part of the PSHE display and will evolve throughout the year to reflect the ongoing learning and development of the children. The working wall grows progressively, adapting as new topics are covered, learning objectives are achieved, and discussions unfold. Teachers should use examples of evidence gathered against the SMSC strands for example children's comments and/or photographic evidence. (Appendix 2 – British Values)

7. THE USE OF ICT

ICT is a powerful tool for all studies. We aim for our children to show significant levels of originality, imagination and creativity in their responses to their learning in SMSC. Children are given opportunities to use ICT equipment if this provides a purposeful learning opportunity in recording their SMSC learning.

8. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in SMSC according to their individual abilities.

Additional support for Special Educational Needs and/or Disabilities

Pupils with Special Educational Needs are supported to help them succeed in their SMSC learning. Staff support less able children, and liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of physical difficulties the school will endeavour to provide appropriate resources.

9. EQUAL OPPORTUNITIES

Arboretum Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

10. PARENTS, CARERS AND COMMUNITY INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding. Parents are invited to take part in, and contribute to celebrations in school such as our Eid and Christmas parties. Parents are invited to performances and assemblies staged by the children including our Foundation Stage Nativity performance. Members of the wider community are invited into school to lead assemblies. Our Community Cohesion project enables our pupils to meet other children from various backgrounds celebrating diversity and encouraging children to respect the values and ideas of others of different backgrounds and faiths.

11. LEADERSHIP AND MANAGEMENT & ROLE OF SUBJECT LEADER

The school's shared vision is that every pupil accesses the elements of SMSC that is rich, relevant and engaging. The school will encourage pupils to be able to accept responsibility for the choices they make and the consequences that arise from those choices. The SMSC Leader with support from the SLT is responsible for improving the standards of teaching and learning in SMSC,

- monitoring and evaluating classroom provision
- pupil progress
- provision of SMSC
- taking the lead in policy development
- CPD
- purchasing and organising resources
- keeping up to date with recent developments in SMSC
- lesson observations
- pupil discussions

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Special Educational Needs Policy
- ICT Policy
- E-safety policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy
- Anti-bullying policy

The Governing Body, in particular the standards committee, receive regular reports on the progress of SMSC provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Appendices

See separate document – Whole School SMSC Coverage - Appendix 1

See separate document – British Values – Appendix 2