Spiritual, Moral, Social and Cultural Policy

Nurture Grow Succeed

Rationale

At Sandal Primary School our vision of Nurture Grow Succeed underpins our understanding and development of social, moral, spiritual and cultural (SMSC) aspects of learning. We recognise that the development of pupils spiritually, morally, socially and culturally plays a critical part in their ability to learn and achieve and in their access to the wider world. Sandal Primary School aims to create a curriculum with learning and reflection opportunities that provide children with opportunities to explore and develop:

- their own beliefs and values;
- spiritual awareness;
- a caring, compassionate attitude towards others;
- an appreciation of diversity and richness of other cultures;
- high standards in their own behaviour;
- the fundamental British values of liberty, democracy, the rule of law, mutual respect and tolerance of those with different beliefs, faiths, visions and values.

Pupils at Sandal Primary School are encouraged to develop an understanding of the world, society and their surroundings and accept responsibility as a member of their community.

Aims

- To know and understand what is meant by British Values and what these look like in everyday life.
- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To encourage a sense of awe and wonder as the pupils become more aware of deeper meanings in the natural world and their experience of it.

Definition
For the purposes of this policy document, the following aspects of SMSC as defined in the OFSTED School Inspection Handbook (updated 2022) are:

Spiritual Learning

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, 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 experience.

Moral Learning

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognised legal boundaries 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 the ability to understand and appreciate the viewpoints of others on these issues.

Social Learning

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils including those 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 affectively;
- 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.

Cultural Learning

The cultural development of pupils is shown by their:

- understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;

- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- 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, musical, 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 and respect diversity. This is shown by their respect and attitudes towards different religions, ethnic and soci-economic groups in the local, national and global communities

Fundamental British Values

Sandal Primary School is committed to serving its community. Members of staff and pupils recognise the multicultural, multi-faith and ever-changing nature of Britain and the vital role we all have in ensuring that groups or individuals within our learning community are not subjected to intimidation or radicalisation by those wishing to illegally, or unduly influence them.

The five British values are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

Curriculum

Developments and opportunities for the teaching of spiritual, moral, social and cultural aspects of learning take place across all curriculum areas. We encourage pupils to:

- Discuss their feelings and beliefs openly.
- Explore open-ended issues involving opinions and listening to the views of others.
- Learn how to agree and disagree
- Express themselves in a variety of ways including art, dance, drama, language work.
- Foster a sense of respect for the integrity of others, regardless of personal feelings.
- Respond to the wonder and beauty of the natural world.
- Have opportunities for prayer, reflection and silence.
- Participate in national and international events such as Comic Relief, Refugee Week and OBON Day
- Work in teams, in different groups and different situations;
- Appreciate the performance of other pupils, regardless of their ability;
- Hear, see and participate in live performances;
- Appreciate how other cultures, historical and influential people have made a valuable contribution to society.

Links to other policies

Anti Bullying Policy
Behaviour Policy
Collective Worship Policy
Curriculum Policy
Equality Policy
PSHE Policy
Relationships Policy
Safeguarding Policy
Teaching and Learning Policy

Monitoring and Review

The Headteacher, along with senior leaders and the PHSE leader, will monitor the implementation and effectiveness of this policy as part of the whole school monitoring schedule. The Governing Body will evaluate its impact through pupil voice as part of regular Quality Assurance.

Reviewed by:	Karen Jones & Paul Sharkey	**Date:** March 2023
Approved by:	Quality of Education Committee	
Last reviewed on:	Spring 2023	
Next review due by:	Spring 2026	