
Ditchling (St. Margaret's) CE Primary and Nursery School
SMSC and British Values Policy
(Spiritual, Moral, Social and Cultural)

Learning Together. Building Success



Version	Reviewed by	Approved by	Date Approved	Next Review Date
3	Headteacher	Headteacher	Autumn 2022	Spring 2024
In bold indicates based on East Sussex Model	policy East Sussex Model Policy	School's own policy		

Signed: _____ Chair of Governors

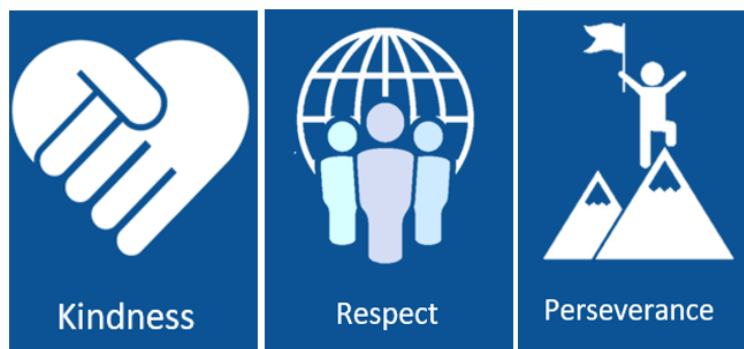
Signed:

A handwritten signature in black ink, appearing to read 'H. Clarke', is written over a faint horizontal line.

Headteacher

1. School values and ethos

Learning Together. Building Success.



We are an inclusive community where Christian values empower us. With God's guidance, we work with confidence and wisdom to inspire a love of learning for the future. We are ambitious for our children and want them to achieve excellence in all aspects of life and reach their full potential within a caring Christian environment that enables all to flourish.

Together we will:

Persevere when times are challenging

Show ***respect*** to all those around us

Above all, be ***kind*** to one another living '***life in all its fullness***' John 10:10

- 1.1 At Ditchling (St Margaret's) CE Primary and Nursery School the promotion of pupils' spiritual, moral, social and cultural education (SMSC) is considered to be fundamental to the life of the school. As a church school providing opportunities for children to develop SMSC is important to all we do.
- 1.2 Spiritual, Moral, Social and Cultural (SMSC) Development underpins our vision statement: Learning Together. Building Success. It is only through giving opportunities for SMSC development that our vision statement can be fulfilled.
- 1.3 Spiritual, Moral, Social and Cultural (SMSC) Development is promoted through all the subjects of the curriculum, through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. This policy supports and reinforces the aims of the school, valuing all children and staff equally and as individuals.
- 1.4 Equally British Values are supported by our school Christian Values of perseverance, respect and above all kindness.

1.4 In accordance with the Education Reform Act 1988 Ditchling (St Margaret's) CE Primary and Nursery School aims to ensure a broad and balanced curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school

- prepares pupils for the opportunities, responsibilities and experiences of adult life
- promotes respect and consideration for differences in gender, race and religion
- supports each pupil to achieve their full potential across all areas of the curriculum
- develops the individual strengths of all pupils
- inspires and stimulates the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- helps pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast-changing society
- ensures there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- develops respect for religious and moral values and understanding of other races, religions and ways of life
- helps pupils understand the world in which they live
- assists pupils to develop self respect, self confidence, a sense of responsibility and consideration for others
- promotes good relationships between home, school and the local and wider community

2. Context

2.1 At Ditchling (St Margaret's) CE Primary and Nursery School we recognise that SMSC plays a significant part in pupils' ability to learn and achieve. We therefore aim to provide an education provision that provides children with opportunities to explore and develop these areas as outlined below.

2.2 All curriculum areas have a contribution to make to the child's SMSC development. Values, principles and spirituality will be explored in the curriculum, especially through Life Skills (also known as PSHE and includes Relationships, Sex and Health Education), RE and Collective Worship. Cultural traditions will be recognised and celebrated. The integrity and spirituality of other faith backgrounds will be respected and opportunities given to explore alternative ideas and to develop their own.

2.3 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children will learn to differentiate between what is right and what is wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

2.4 School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

2.5 Emotional literacy development will be supported utilising Life Skills lessons, Reflection areas, Mindfulness, opportunities across the curriculum, Quiet Area and nurture activities. Vulnerable pupils who need extra help will have additional support to develop these skills.

2.6 The importance of relationships between all school staff, parents and governors is recognised. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all members of the school community.

2.7 We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Life Skills emphasises the difference between right and wrong and respecting differences in a very diverse Britain.

2.8 We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons, using our challenge model and appropriate activities, we can give them all a better understanding of themselves and others in the communities in which they live.

2.9 We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

3. Spiritual Development

3.1 This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith; spiritual development is therefore accessible to everyone.

3.2 Aims and Objectives for Spiritual Development

- The ability to listen and be still
- The ability to reflect and practise mindfulness
- To encourage times for quiet reflection throughout the school day
- The ability to sense wonder and mystery in the world and have a growing appreciation of the beauty and importance of the natural world
- The ability to sense the special nature of human relationships
- To develop the skill of being physically still, yet alert
- To develop the skill to use all senses
- To develop imagination
- To develop individual self-esteem and confidence
- To grow in their awareness of their own beliefs, views and values and reasons for their views.
- To develop a sense of spiritual awareness.

4. Moral Development

4.1 Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. We work towards an understanding of what is morally right and wrong. From this basis pupils are supported to develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

4.2 Aims and Objectives for Moral Development

- To understand the principles lying behind decisions and actions
- To be able to distinguish between what is morally right and wrong
- To be able to make choices, accepting and understanding consequences of their actions
- To move gradually through a taught code of behaviour towards taking responsibility for their own moral decisions
- To develop their own self-regulation which leads to having their own high standards of personal behaviour
- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves including through participation in charity events/fundraising
- To develop courageous advocacy, stand-up for injustice and take practical action
- To have a positive, caring and considerate attitude towards other people
- To take responsibility for their own actions
- To exercise self discipline
- To develop personal high expectations and a positive attitude
- To be a considerate member of the school community in order to promote a pro-social and pro-learning environment for the benefit of all

5. Social Development

5.1 This enables pupils to become conscientious participants within their family, their class, the school, the local, wider and global community. We aim to offer a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

5.2 Aims and Objectives for Social Development

- To relate positively to others
- To participate fully and take responsibility in class and school
- To learn to self-regulate and use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly, making a positive difference to others
- To understand our place in our family, school and society
- To develop emotional literacy in order to be able to express own feelings appropriately and understand those of others
- To be sensitive to the needs and feelings of others
- To work as part of a group and to interact positively across a range of situations, e.g., clubs, sports activities, visits, music festivals
- To develop an understanding of citizenship and to experience being part of a caring, trusting, enabling community
- To show care and consideration for others e.g., sharing and turn taking
- To realise that every individual can do something well and has something to offer

6. Cultural Development

6.1 At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and respect for the cultural traditions and beliefs of others.

6.2 Aims and Objectives for Cultural Development

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect and understanding of different cultural and social traditions and choices
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of a mixed faith society, whilst perceiving in a positive light the contribution of other cultures, past and present
- To develop an awareness, recognition and appreciation of the arts, e.g., music, art, drama and literature
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To make meaningful links in learning across the curriculum with other cultures

7. British Values

7.1 Aims and Objectives of Democracy

- To understand how individuals can influence decision making through a democratic process
- To understand and respect the democratic process
- To understand how to argue and defend a point of view with integrity and respect for the other person
- To understand the importance of team work

7.2 Rule of Law

- To be able to recognise the difference between right and wrong and apply this to their own lives
- To be able to accept responsibility for their behaviour
- To understand the consequences of their behaviour and actions
- To be able to resolve conflict
- To understand how they can contribute positively to the lives of those living and working in the locality and society more widely
- To understand that living under the rule of law protects them and is essential for their well-being and safety

7.3 Individual liberty

- To understand rights and responsibilities
- To understand that freedom brings responsibility

7.4 Mutual respect and tolerance of those with different faiths, beliefs and views

- To be reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values
- To be reflective about their own experiences
- To be able to investigate and offer reasoned views about moral and ethical issues and be able to understand and appreciate the viewpoints of others
- To use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
- To participate in a variety of communities and social settings, cooperating well with others
- To understand and appreciate of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain
- To understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes

8. Partnerships with parents, carers and the wider community

8.1 The development of a strong home-school agreement is regarded as highly important, enabling parents and teachers to work in an effective partnership to support pupils in their SMSC development.

8.2 Visitors are welcomed to participate in and contribute to school activities and curriculum delivery. Links with the local community including local churches and other places of worship are fostered.

8.3 Children will be taught to appreciate and take responsibility for their local environment and the school supports the work of a variety of charities locally, nationally and globally.

9 Monitoring and evaluation

9.1 Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and Life Skills planning, teaching and learning including assessment by curriculum leaders
- discussions at staff and governors' meetings in particular the Pupil Wellbeing, Church and Community Working group
- audit of related policies and their consistent implementation as a whole school

- RE/Life Skills education and SMSC developments and inclusion in the school development plan (as appropriate)
- collating evidence of children's work and experiences
- sampling pupil voice to evaluate impact on their knowledge, understanding, skill development and attitudes
- through the review of the frameworks for Section 48 and OFSTED criteria as part of the regular whole school self-evaluation process

10. Implementation of the policy and review

10.1 The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

10.2 The policy will be reviewed in line with the school policy review cycle

Related policies:

Behaviour Principles
Behaviour Regulation
Equalities
Equalities Objectives
RE
RSHE
SEND