



## **POLICY DOCUMENT**

### **SMSC**

	<b>Name</b>	<b>Date</b>
Written By	Gulcin Sesli	January 2018
Review v1.1		

## **Introduction**

The education of Spiritual, Moral, Social, Cultural and Britishness studies helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference and fair play, moral principles, independence, and self-respect. At Leeson's Primary School, we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

## **Leeson's Ethos:**

- a passion to include everyone;
- a desire to treat everyone equally;
- respecting differences;
- a commitment to healthy and open relationships;
- a deep sense of purpose that things can change and be transformed;
- a sense of perseverance to keep going for the long haul.

## **Definitions**

Leeson's uses the following definitions of Spiritual, Moral, Social and Cultural:

### **SPIRITUAL**

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

### **MORAL**

Ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

### **SOCIAL**

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. Our Citizen Badge Scheme actively encourages pupils to:

- **Do Something New**
- **Lead Something**
- **Take up a Sport/Activity**
- **Contribute to the School Community**
- **Support Someone else**
- **Help around school/home**
- **Raise funds for a good cause**

## **CULTURAL**

Understand and have an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding and respecting cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **BRITISHNESS**

Explore the attitudes towards cultural, religious and social diversity and through the teachings of democratic participation encourage shared values of tolerance, respect for individual liberty and freedom of choice. Develop understanding of British law and of what is right and wrong and encourage the understanding of equality and the right of opportunity.

## **Aims of SMSC:**

At Leeson we share, support and strive to achieve the Ofsted 2012 pupil aims for SMSC:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding, appreciating and respecting the range of different cultures within school and further afield in preparation for the diversity of life.

## **How the curriculum contributes to SMSC:**

### **The Contribution of English**

English contributes to our pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral, social and human right issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time and the influences of spoken and written language and social attitudes to the use of language.

### **The Contribution of Mathematics**

Mathematics contributes to our pupils SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

### **The Contribution of Science**

Science contributes to our pupils SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many and that these developments help to shape and create new laws.

### **The Contribution of History**

History contributes to our pupils SMSC development through:

- Looking at the creation and evolution of British society.

- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism and discuss how these experiences have shaped British Law and democracy today.
- Showing an awareness of the moral implications of the actions of historical figures.

### **The Contribution of Geography**

Geography contributes to our pupils SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Discussions surrounding fair trade and human rights.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

### **The Contribution of Modern Foreign Languages**

Modern Foreign Languages contributes to our pupils SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

### **The Contribution of Religious Education**

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Pupils learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own as supported by British Law.
- Show an understanding of the influence of religion on society and how British values demote mutual respect and tolerance of those with different views.
- Foster appreciation and understanding of different cultures, religions and traditions.

### **The Contribution of Art**

Art contributes to our pupils SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme.
- Discussing ethical and moral issues raised by artists and their work, for example war, religion or slavery.

### **The Contribution of Design and Technology**

Design and Technology makes a contribution to pupils SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work fairly as a team, recognising others strengths, sharing equipment.

### **The Contribution of Food Technology**

Food Technology contributes to our pupils SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price, income fair trade.
- Acknowledging government guidelines for health and dietary requirements and how these change as new developments emerge.
- Reflecting on the moral issues concerning food production in third world countries and how imported goods affect us as a country and environmentally.

### **The Contribution of Music**

Music contributes to our pupils SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Leading pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

### **The Contribution of Physical Education**

Pupils SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

### **MONITORING AND IMPLEMENTATION OF THE POLICY**

- Provision for SMSC is monitored and reviewed by the SMT, teachers, pupils and governors
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.

- The implementation of this policy is the responsibility of all staff.

**Inclusion**

Our school tries to be an inclusive school. We aim to make all pupils feel included in all our activities.

We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

**Equality Statement**

At Leeson's Primary School, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.