

The Abbey Primary School

Spiritual, Moral, Social and Cultural (SMSC) Policy

This holistic policy combines the statutory policy arrangements for:

- SMSC Policy
- British Values

This policy also makes reference to the following policies which are based on the same Core Values and support the same broad aims for social development.

- Social Policy
- Collective Worship

What is Spiritual, Moral, Social and Cultural Education?

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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
- willingness to reflect on their experiences

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels

- acceptance and engagement with the fundamental British Values (see below) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, understanding of, and respect for 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

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as through our Abbey Skills, Collective Worship and RE teaching and learning.

How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Assemblies Collective Worship Opportunities for quiet reflection Outdoor education	RE curriculum plans, include a multi-faith approach based upon the Northamptonshire SACRE document Visiting places of worship Whole school assemblies and celebrations Outdoor learning Residential visits Harvest, Christmas and Easter celebrations Nurture groups Visitors Time to reflect upon learning and experiences

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging

- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
School Social Policy including our Behaviour Policy and Community Code Religious Education curriculum Abbey Values taught through our Abbey Skills Assemblies Pupil Voice Taking part in charitable projects	Regular reviews of Behaviour Nurture groups Achievement Assemblies Anti-bullying Assemblies & activities E-Safety Assemblies & teaching Whole school Assemblies and the explicit discussion of Abbey Values taught through Abbey Skills Weekly Learning Forums Child participation in a range of pupil groups eg School Council Charity fundraising

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear Community Code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour

- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development	
Provision	How it is evidenced
Abbey Skills curriculum	Nurture groups
Community Code	Pupil Groups including eg School Council
Working together in teams	Residential visits in year 4 and 6
Pupil Voice	Educational visits
Extra-curricular activities	Extra-curricular clubs
Outdoor learning	Transition visits
PE curriculum	House captains
School Houses	Fundraising
	Participation in sporting events

At The Abbey Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles through our Abbey Values and Skills on which school and community life is based
- Fostering a sense of community, with common, inclusive Abbey Values and our Community Code
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our Abbey Values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society eg thoughtfulness, honesty, justice, self-respect, independence and respect
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts Curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Art weeks Opportunities to take part in school productions /performances Music tuition Choir Steel pans Visits from people of different cultures MFL teaching Sports Day

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

British Values

The DfE have reinforced the need **“to create and enforce a clear and rigorous expectation on all schools to promote 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 government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At The Abbey Primary School these values are reinforced regularly and in the following ways:

Democracy:

Pupils have the opportunity to have their voices heard through our School Council and Pupil Interviews. The elections of the House Captains and School Council members are based solely on pupil votes.

The Rule of Law:

The importance of rules, whether they are those that govern the class, the school or the country are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies by referring to our Community Code. Pupils are taught the values and reasons behind rules and how they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help to reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through our provision of a safe environment and through our Community Code. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Abbey Skills.

Mutual Respect:

Our school ethos and behaviour policy has evolved from our Community Code and our 5Bs. These are a focus for our class discussions and assemblies showing what these mean and how they relate to our daily lives. Our ethos promotes respect for others and this is reiterated through our school rules and our behaviour policy.

Tolerance of those of different faiths and beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by our Abbey Skills and RE learning.