



Croft Church of England Primary School

Spiritual Moral Social and Cultural (SMSC) and British Values Policy

Aims and objectives

At Croft Church of England 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 aim to deliver an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures.

The school curriculum aims to foster pupils' spiritual, moral, social and cultural development and prepare all pupils for opportunities, responsibilities and expectations in life. We will promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs and faith.

Moral values, principles and spirituality will be explored throughout the curriculum and especially in R.E. and collective worship. Our school has very strong community links to St Peter's Church. The integrity and spirituality of all faiths will be respected and explored. Pupils are given access to alternative views and a diversity of spiritual traditions.

We use the SEAL materials across school and closely link SMSC with our PSHE scheme of work.

Spiritual Development

Definition - Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Our learning environment and curriculum

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles , (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self assessment, target setting activities)

Moral Development

Definition - Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Collective Worships that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures.

Social Development

Definition - Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our learning environment and curriculum

At Croft Church of England Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (cluster schools)

Cultural Development

Definition - Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.

British Values

As a school we aim to promote British Values so pupils:

- Understand the values which underpin modern day life in Britain.
- Understand that living under the rule of law protects individual citizens and is essential for well-being and safety.
- Have a mutual respect and tolerance for and an understanding of, the various faiths and beliefs represented in Britain today.
- Value people's differences and respect them.
- Have an awareness and tolerance of communities different to their own.
- Value democracy and to stand up for right against wrong.
- Understand the importance of identifying and challenging discrimination.

Assessment for learning

Our teachers assess the children's work in SMSC and British Values both by making informal judgments as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learned.

We encourage our pupils to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the community.

Resources

We keep resources linked to studies of different cultures in a central store, in topic boxes. We have additional books in the library and resources for Collective Worship through the Fruits and Seeds scheme and SEAL. Each classroom has a display linked to SMSC and British Values.

Monitoring and review

The planning and coordination of SMSC and British Values are the responsibility of the SMSC and British Values subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC and British Values;
- Gives the Head Teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and British Values and uses this to inform future planning.
- Reviews planning of SMSC and teaching of British Values across the curriculum, gathers evidence of the children's work and observes elements of SMSC across the school.

The quality of teaching and learning in SMSC and British Values is monitored and evaluated by the Head Teacher as part of the school's agreed cycle of lesson observations. This policy will be reviewed at least every two years.

Written by	Simon Robson
Date for Review	March 2019
Signed – Head teacher	<i>Simon Robson</i>
Signed - Chair of Governors	<i>Alison Russell</i>