



Attleborough Primary School

Social, Moral, Spiritual and Cultural Education

(SMSC)

What is SMSC?

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC.

Promoting British Values is also at the heart of SMSC – please refer to ‘How we Promote British Values’ documentation.

At Attleborough Primary School we recognise that the personal development of the whole child - spiritually, morally, socially and culturally (SMSC) - plays a significant role in their ability to learn and achieve. We therefore aim to deliver an education that:

- Provides a safe, caring and happy environment, where each pupil is valued as an individual and can develop towards their full potential.
- Provides for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person that goes beyond the requirements of the national curriculum.
- Develops the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Develops a sense of self-respect, independence and self-motivation – to increase the individual’s capacity to accept responsibility for actions taken.
- Encourages pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provides a non-prejudicial atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Fosters links between home and school to develop a partnership with parents in the education of their children.

We want our children to explore and develop:

- Their own values and beliefs;
- Their own spiritual awareness;
- Their own high standards of personal behaviour;
- A positive, caring attitude towards other people;
- An understanding of their social and cultural traditions; and
- An appreciation of the diversity and richness of their cultures.

Spiritual

The spiritual development of our pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- knowledge of, and respect of, 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 experiences.
- willingness to reflect on their experiences.

Attleborough Primary:

- ❖ follows the Norfolk Agreed syllabus for RE, which includes Christianity, Judaism, Hinduism and Sikhism. In Year 6 children also study ethics and inspirational people.
- ❖ Christian festivals such as Easter, Christmas and Harvest are celebrated each year in class and at a whole school celebration.
- ❖ Remembrance day is respected and valued each year in a whole school assembly and a community event.
- ❖ Assemblies and circle times provide opportunities for children to explore sessions.
- ❖ Giving pupils the opportunity to understand human emotions and feelings through reading, drama, music, geography and PSHE. We use the restorative approach when dealing with friendship disagreements, so children gain an understanding of the way their actions impact on people and how an understanding of them can be helpful to solving the problem.
- ❖ Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, visits to local areas and museums. Each Year group studies a different continent. Year 6 also study Native Britain.
- ❖ We Promote teaching styles that value pupil questions and give them space for their own thoughts, ideas and reflections.

Moral

The moral development of our pupils is shown by their:

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

Attleborough Primary:

- ❖ Provides a clear moral code for behaviour, which is promoted consistently through all aspects of the school (see Behaviour Policy).
- ❖ Every pupil is actively involved in writing their class charter at the start of every year.
- ❖ We participate in Anti Bullying Week and challenge homophobic bullying. E-Safety is part of our computing curriculum.
- ❖ PATHS, SEAL and PSHE curriculum including drug education and sex and relationships.
- ❖ Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, SEND policies).
- ❖ Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (RE; History; English; Assembly; Drama; School Council).
- ❖ Developing an open and safe learning environment in which pupils can express their views and practice moral decision making (School Council; Drama; Safeguarding policy & practice).
- ❖ Rewarding expressions of moral insights and good behaviour (Celebration Assembly; reward systems).
- ❖ Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts
- ❖ Whole school charity events e.g: Children In need, Comic/Sport relief, Jeans for Genes, Macmillan coffee morning, local charities.
- ❖ Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals in RE and history).
- ❖ Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes). Crucial Crew events (knowledge of emergency services and how to keep safe). Anti-social behaviour workshop. Regular visits by community police officers.
- ❖ Reinforcing the school's values through the display of Vision and assembly themes

Social

The social development of our 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 effectively
- Ability to use modern communication technology, including mobile technology, the internet and social media safely.
- 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.

Attleborough Primary:

- ❖ Fosters a sense of community with common, inclusive values (Assembly; Home-School Agreement; 'Friends' events including Christmas & Summer fairs; involvement with community arts projects; partnership with local churches).
- ❖ Raising money for charities – NSPCC, Children in Need, Macmillan Coffee morning and local charities
- ❖ Promoting racial, religious and other forms of equality (Racial & Equal opportunities policies).
- ❖ Encouraging children to work co-operatively (teams for project within topics/Eco school, school council, sporting clubs, choir).
- ❖ Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (RE; literature; PSHE).
- ❖ Providing positive corporate experiences; for example, special curriculum events, productions, school council.
- ❖ Helping pupils develop personal qualities, which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, and self-respect.
- ❖ Providing opportunities to participate in the democratic process and participate in making community decisions (School Council and Eco-council, Prefects).
- ❖ Providing children with opportunities to exercise leadership and responsibility (School Council, Eco-council, prefects, Pupil of the Day, Reader Leaders).

Cultural

The cultural development of our pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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 cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards difference religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities

Attleborough Primary:

- ❖ Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; English; Library; Assembly; Art; Dance; Music; celebrating festivals and drawing on diverse parent cultural backgrounds).
- ❖ Clubs – sporting, musical, craft
- ❖ Musical appreciation of world music and composers
- ❖ Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Drama, music and dance groups, Clubs, links with local Museums, links with local volunteers -WW2).
- ❖ Reinforcing the school's cultural values through the website and social media.
- ❖ Using ICT and the worldwide web to extend partnerships with those from other cultural backgrounds.
- ❖ Year 5 Trip to London- Globe theatre and Houses of Parliament
- ❖ Study of different countries

SMSC across the curriculum

SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education. However, we aim to promote the teaching of SMSC across all subjects – see attached matrix

Community links

The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Fundraising activities.
- Hosting school plays, special assemblies and events etc.
- Remembrance, commonwealth, carnival events
- Opening our school to the community to hold clubs eg: brownies, horticultural society, church

