



# Social, Moral, Spiritual and Cultural Policy

**SMSC Policy (Including EYFS)**

**Policy Review Date:** November 2022

**Reviewed By:** SLT/DMG

**Next Review:** November 2023 (or following incident, legislation or interim guidance)

## Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

## Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
10.8.2020	Aims	Inserts of sub-headings and information for Spiritual, Moral, Social and Cultural Development	4-5
10.8.2020	Aims	Sub-heading 'How we will do this at Avalon.'	5
10.8.2020	Fundamental British Values	Insert 'Through our provision of SMSC....'	6
08.11.2022	General review of policy		

# Social, Moral, Spiritual and Cultural Policy (SMSC)

At Avalon 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 therefore aim to provide an education that provides all pupils, including those within the EYFS, with opportunities to explore and develop their own values and beliefs, spiritual awareness, 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 different cultures.

At Avalon we believe that:-

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements, as agreed in our Code of Conduct.

Pupils should be prepared to cope with the demands of Modern Day Britain

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

## Aims

- To ensure that everyone connected with the school is aware of our values
- To ensure a consistent approach to the delivery of SMSC issues through the general life of the school
- To ensure that pupils know what is expected of them and why
- To give pupils an opportunity to reflect and discuss feelings and beliefs
- To enable pupils to appreciate and understand different cultures and traditions
- To enable pupils to explore and develop a sense of social and moral responsibility
- To enable pupils to take part in a range of activities requiring social skills
- To ensure that all children have a voice, that is listened to via the democratic processes of our School Council

## **Spiritual development**

**As a school we aim to provide learning opportunities that will enable pupils to:**

- Sustain their self-esteem in their learning experience. All children have the opportunity to attend several residential visits as they move through school;
- Develop their capacity for critical and independent thought;
- Foster their emotional life and express their feelings;
- Experience moments of stillness and reflection through creative curriculum topics of art, music and dance, recording feelings such moments create, as appropriate;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Form and maintain worthwhile and satisfying relationships;
- Reflect on, consider and celebrate the wonders and mysteries of life.

## **Moral development**

**As a school we aim to provide learning opportunities that will enable pupils to:**

- Recognise the unique value of each individual;
- Listen and respond appropriately to the views of others;
- Gain the confidence to cope with setbacks and learn from mistakes;
- Show respect for the environment;
- Value individual liberty;
- Distinguish between right and wrong, both in school and in the wider community;
- Investigate moral and ethical issues.

## **Social development**

**As a school we aim to provide learning opportunities that will enable pupils to:**

- Develop an understanding of their individual and group identity;
- Learn about service in the school and wider community
- Begin to understand social justice and concern for the disadvantaged
- Develop effective social skills
- Work well with others
- Learn to co-operate and resolve conflicts
- Know that rules and laws protect us and are essential for wellbeing and safety.

## **Cultural development**

**As a school we aim to provide learning opportunities that will enable pupils to:**

- Recognise the value and richness of cultural diversity in Britain;
- Participate in cultural opportunities
- Recognise and develop an understanding of world-wide faiths, traditions and beliefs and their contribution to society;

- Understand, accept, respect and be tolerant of, and celebrate diversity and reject any form of prejudice or discrimination;
- Develop an understanding of their social and cultural environment.

### **How we will do this at Avalon**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

### **Class discussions and circle time will give pupils opportunities to:**

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and belief;
- Speak about difficult events, eg bullying, bereavement etc;
- Share thoughts and feelings with other people;
- Explore relationships with friends/family/others;
- Consider others needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc.

### **Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:**

- Monitoring of lesson plans and teaching and learning
- Regular discussion at staff and governors' meetings;
- Review and monitoring of policies and Schemes of Work;
- Sharing of classroom work and practice;
- Review and monitoring of Collective Worship policy and practice;

### **Our curriculum provides opportunities to:**

- Listen and talk to each other;
  - Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
  - Agree and disagree, therefore negotiate;
  - Take turns and share equipment
  - Work co-operatively and collaboratively.
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- **Visitors and the local community**

Visitors are welcomed into school. The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support our pupils. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

- **Pupil Mentoring:**

During weekly staff meetings, pupil matters are identified and those pupils who need extra support, whether academic or pastoral, are allocated a staff mentor / listener. Meetings can be weekly or less often, but are intended to help the pupil develop through a period of difficulty. We also encourage peer mentoring, where appropriate, using our Year 6 pupils as mentors and support for younger children.

- **Enrichment**

In each year group, specific activities take place which are explicitly designed to further personal development. In Reception to Year 6, this includes a Merit award and achievement certificate system, as well as Golden Table invitations to encourage personal development during lunchtimes.

- **Extra-Curricular Activities:**

There are numerous and diverse extra-curricular activities which make a major contribution to personal development, especially in sport, music and drama. A variety of residential trips, including overseas, visits to the theatre, art galleries, concerts and visiting speakers, the gardening club and the Eco Committee, to name but a few, all contribute to the social and cultural development of pupils. The school is proud to hold the bronze Green Flag award and this has been gained through involvement of the pupils of the school.

- **Charitable Events:**

Throughout the year, all members of the School community are encouraged to initiate, participate and contribute to events. We encourage children to support a chosen charity throughout the year. The school has developed a link with a primary school in Nepal through its involvement in the 'The child will learn' project and sponsoring the education of a child each year. The school also supports the local Residential care home for the elderly and is involved in several linked events throughout the year.

- **Responsibility and Leadership:** The system of House Captains, Playground leaders, Form Captains and the School Council provide both formal and informal opportunities for pupils to exercise leadership, service and responsibility.

## **Fundamental British Values**

Schools should 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.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through our provision of SMSC, promotion of the fundamental British values will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;

- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

- **We encourage children to develop;**

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

**To achieve these aims we:**

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;

- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.