

SMSC (SPIRITUAL, MORAL, SOCIAL AND CULTURAL) POLICY

Last reviewed: September 2018
Date for next review: September 2021



Ashton Hayes Primary School
Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB



Erasmus+



**Cheshire West
and Chester**



Supporting Social Communication



**Cheshire West
and Chester**

This document is a statement of the aims and principles of the School, for ensuring the confidentiality of sensitive information relating to staff, pupils, parents and governors.

Aims and objectives

At Ashton Hayes Primary School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own viewpoints.

We use the #NoOutsiders material across school, linking SMSC to picture books and whole-school learning about the Equality Duty Policy. This is based on the research and guidance of Andrew Moffat MBE; the tagline at Ashton Hayes Primary School is #EveronelsWelcome.

We have an agreed set of non-negotiables for our children, which they must experience during their time at Ashton Hayes Primary School. These are:

<u>Non-Negotiables for ALL our children</u>
Play / Taught / Perform a tuned musical instrument
Theatre visit
Participate in community event both in and out of school
Take part in a performance
Take part in a sporting competition to represent school
Outdoor experience
Residential experience
Involvement in a charitable event
Visit a gallery / art exhibition
Visit a museum
Visit a religious building / religious speaker
Experience live music
Cross-phase experience (High School link)
Experience of other culture
Curriculum enhancements
Local History study
Wider world – diversity (Global Learning)

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform **their perspective on life & their interest in & respect for different people's feelings & values.**
- 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.**

Moral Development

Pupils' **moral development** is shown by their:

- Ability to **recognise** the difference between **right** and **wrong**, and their 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 Development

Pupils' **social development** 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 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.

Cultural

Pupils' cultural development is shown by their:

- Understanding and 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 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.**

Mission Statement

At Ashton Hayes Primary School Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

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 specific PSHE, RE and Circle Time activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- 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 will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Ashton Hayes Primary School we believe that a morally aware pupil will develop a wide range of skills.

These can include the following:

- 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 and the 6 values that the school actively promotes.
- 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 moral code of school rules as a basis for behaviour, which is promoted consistently through all aspects of the school and is on display in all classrooms.
- Promoting racial, religious and other forms of equality through collective worship and global learning.

- 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
- The school celebrates positive values. These are promoted through display and in Monday Assemblies as “Values of the Month”.
- 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.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups (where appropriate) and PSHCE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise and through the implementation of Conscious Discipline, supporting children’s understanding of themselves and others (see our Behaviour Policy).

Social Development

At Ashton Hayes 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 on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively in lessons and in outside learning.

- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences and collective worship.
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions and performances.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process such as Student Council and “mock” elections. Also, we give pupils the chance to experience in participating in community life within the village.
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as sports ambassadors, eco warriors, house captains, playground leaders, junior road safety officer and student council representatives.
- Providing positive and effective links with the world of work and the wider community.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

This is shown in our Topic plans.

Pupils 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 pupils' 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
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MfL, ECO & Student Council.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the SMSC 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;

- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Ensure evidence of the school's work is accessible on the school's website under the Curriculum tab.

The quality of teaching and learning in SMSC is monitored and evaluated by the Headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.

British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values: ***Democracy, Rule of Law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs.***

At Ashton Hayes Primary School, we reinforce these values regularly in the following ways:

Democracy

Children have the opportunity to have their voices heard in school. Before each topic, teachers brainstorm what they intend to learn and this is evidenced on the medium term plans. The school also carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. Pupils' views are also taken into account when setting new policy such as our Anti Bullying and Behaviour and in the future they will have an input into homework. Student councillors are elected democratically, voting in each class at the beginning of each year.

Rule of Law

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the PSHCE curriculum and whole school assembly. Across the school and the EYFS, there is a clear code of conduct with rules agreed by the pupils. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police to discuss Road safety, Bikeability, Fire safety, Stranger Danger and the NSPCC.

Individual Liberty

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for young children to make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through online-safety and the school's virtual learning platform through the creation of scrap books or partaking in discussion chat rooms. Children have the freedom of

choice in respect of extra-curricular clubs that they can get involved in, whether they are before or after school.

Mutual Respect

Part of our school ethos and positive behaviour policy has revolved around Core values such as respect. Our values are reflected in our school rules, display, newsletters and website and in the curriculum where opportunities arise. During Monday assemblies we focus on core values and children are invited encouraged to discuss the values being discussed and are given the opportunity to express their opinion on what these values are like within our school and suggest possible improvements.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through our Global Learning Curriculum. Collective Worship is planned termly to recognise key dates within different faiths and cultures such as Ramadam and Passover. Assemblies are followed up and supported by learning in PSHCE and RE.

We participate in great British events such as the Royal Jubilee, Royal weddings, Political Elections, Cultural weeks and Remembrance events. On a more general level, the school undertakes assemblies which uphold traditional values of empathy, respect and tolerance. These are also taught within formal SEAL, PSHE and RE lessons and on an informal nature throughout the school days.

Appendix 1

Spiritual, Moral, Social and Cultural (SMSC) Development at Ashton Hayes Primary School

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Ashton Hayes Primary School, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Ashton Hayes Primary School
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> - Regular collective worship topics for Key Stage 1 and Key Stage 2: Please see collective worship timetable. - Collective worship timetable recognises key festivals in all religions and special days. - RE curriculum using Locally Agreed Syllabus - Harvest Festival and Easter assembly in church and the support of charity voted for by School Council. - Christmas Carol Concert in church - Infant Christmas performance. - Sing the Christmas Story
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> - RE Curriculum discussions. - Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly - Encouraging pupils to share their beliefs with their classes and during collective worship.
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> - RE Curriculum - PSHCE curriculum - School intends to launch P4C sessions across both Key Stages - Global learning elements throughout all the topics across school.
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events - Regular Collective Worship - Collective worship led by Rev Lamb from village church - RE planning and curriculum; knowledge and response
<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum - Dedicated SMSC time in Global learning issues. - Global learning - Positive Behaviour Policy (Conscious Discipline)

<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy utilising understanding of themselves and others - Reinforcing concepts in whole school assemblies - Class rules across EYFS and whole school and displayed in each room - Student Council; regular meetings, display and discussion area on VLE.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering -Training on AfL techniques for whole cohort participation and effective questioning - School CPD programme on SMSC: P4C / Global learning / Close links with CDEC.

MORAL	
<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with Class Contracts in every class - Positively worded whole school rules - Regular updates and reinforcement in assemblies
<p>Promoting racial, religious and other forms of equality.</p> <p>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.</p>	<ul style="list-style-type: none"> - Global Learning Primary Curriculum - Global learning in each topic across all school - Trips organised with Religious theme studying different faiths - RE planning - Positive Behaviour Policy - Student Council
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - Online Safety Computing planning - Bullying lessons, assemblies and awareness in PSHCE and during Anti Bullying Week. Pupil voice on website
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in Assemblies – children very clear on expectations - Online Safety Computing planning and policy
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum - Global Learning planning in each topic
<p>Encouraging pupils to take responsibility for their</p>	

actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class contracts and expectations reinforced by Playground leaders. - Eco club, looking after the school's garden beds and monitoring electricity and water usage.
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> - Whole school, Key stage and Class Assemblies – see assembly timetables - Visitors as part of the collective worship including Rev Lamb from local church - See curriculum planning involving Global learning
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> - School vision statement displayed - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.

SOCIAL

Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school rules
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - Competitive Sports Days - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing the Christmas Story, Fairtrade Week, ECO Event. - Family learning through parental talks
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - Student Council - Learning/Talk Partners during class discussions - Eco School Club - Regular competitive sporting events - Fundraising Events - Playground leaders - Sports Ambassadors organising whole school Houses sport competitions
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - PSHCE and Global learning elements when challenging stereotypes.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> - Christmas Productions EYFS and KS1 - Christmas Carol Concert from the Juniors - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experiences from Year to Year 6

Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum - School involvement in community events - Look at moral issues through Global Learning curriculum.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> - Pupils elections and democratic vote for Student Council - Children write own speeches for Council - Pupil training for Playground leaders and Sports Ambassadors - Involvement in Senior Leader Interviews
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - Student Council choose how to raise money and fundraise for charities and involved in whole school change. - Pupils have roles in school such as ECO officers / sports ambassadors and playground leaders.
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Clubs: Parents invited in to work with pupils on creative tasks. - Student teachers

CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> - Global Learning curriculum: Fairtrade / Rights to go to school / challenging stereotypes. - Ugandan school link - French school link - European Languages Day
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / Africa / Greece / Egypt - Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> - Differentiation in planning to challenge pupil's learning.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	<ul style="list-style-type: none"> - Children participate in Global learning opportunities each term. - Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. For example, studied Ancient Egypt and looked at Egyptian jewellery in art and Egyptian dance in PE. - In RE and assemblies, children will learn about different events in various religions' calendars. - All year groups visit the theatre every year. - Sing the Christmas Story

	<ul style="list-style-type: none"> - Young Voices - Poet visit for performance poetry
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - Makaton Friendly EYFS and KS1 - European Languages Day - Yearly theatre trips for all year groups - Gallery visits and involvement in Arts projects - Sending letters to Ugandan School – GAFI project (Great Ape Film Initiative) - DRIP initiative – supporting rainwater harvesting systems in Uganda
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning Environment Expectations which reflect themes taught - Global learning display across the school and school's impact.
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> - School's creative curriculum. Plan exciting thematic topics with cultural links and Global learning elements in each. - HT carries out regular scrutiny looking at cultural opportunities.