Walverden Primary School

SMSC Policy

Approved by:	Governors	**Date:**	March 2025
Next review due by:			

SMSC Policy

Introduction

Walverden Primary School recognises that the spiritual, moral, social and cultural (SMSC) element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and at Walverden Primary School, students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Make personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop and understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At Walverden Primary School SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.2

As a school we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

- ensure that all staff are aware of their role in developing students' morals
- interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life
- ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible.

This is demonstrated through a wide range of events such as the termly 'Always' assemblies. There are also weekly 'Golden Star' assemblies for all year groups to recognise effort and participation in the life of the school
Students are also encouraged to contribute to the school by developing their leadership roles as prefects, peer mentors, Learning Champions, etc.
• ensure students have information about all extra-curricular and enrichment activities
• ensure opportunities for discussion and reflection on the Assembly themes
• build community links into the curriculum wherever possible
• ensure displays reflect and respect diversity
• provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips and visits

Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.3

<u>Spiritual Development</u>
Pupils' spiritual development is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feeling and values, a 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. Spiritual development is concerned with how a student develops:
• Personal values and beliefs
• A willingness to reflect on their experiences
• An ability to communicate these beliefs in discussion and behaviour
• An understanding of the value and role of faith and religion in societies
• Tolerance of other people

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth.

Walverden Primary School promotes spiritual development as part of student personal development though:
• The School Motto "Dream Believe Achieve"
• School Rules – the 'Good to be Green' system
• PSHE
• Religious Education
• All subjects of the curriculum
• Assemblies

• The ethos of the school – values, attitudes and expectations which encourage imagination, inspiration and contemplation
• Opportunities to develop their understanding of spiritual issues
• Opportunities for reflection on their learning and aspects of their lives
• Wonder at the natural world and human achievement

Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school's code of conduct will form basis of any judgment on moral development as well as the extent to which students show:
• An understanding of the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
• Respect people, truth and property
• A concern for how their actions may affect others demonstrating understanding of the consequences of their behaviour and actions4
• An interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues
• Personal conduct so that they take responsibility for their own actions
• Personal behaviour through principles rather than fear of punishment
• A knowledge of standards of morality

Walverden Primary School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles.
The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and students through the Walverden Way including:

- Taking pride in our school
- Learn together
- Achieve our goals
- Show respect
- Be honest

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions.

At Walverden Primary School we reject:
• Bullying
• Cheating
• Deceit
• Cruelty
• Irresponsibility
• Dishonesty
• Intolerance including racism and any forms of harassment.

At Walverden Primary School we promote moral development through a range of activities and opportunities both within and outside the classroom such as:
• Working with teachers and teaching assistants
• PSHE
• Rewards and sanctions
• Welfare and guidance
• Core curriculum including Religious Education

Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming students' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Social development is therefore concerned with how a student develops 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • 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

The school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school systematically plans for social development of students through a range of teaching and learning activities including:
• Classroom organisation and management
• Student grouping and opportunities for group work
• The school code of conduct
• School council

• School productions
• Residential trips
• Extra-curricular activities
• Student Leadership opportunities (Learning Champions/Prefects)

Cultural Development

A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity.

At Walverden Primary School we seek to develop in students:
• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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
• willingness to participate in and respond positively to artistic, sporting and cultural opportunities
• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

Delivering SMSC and British values at Walverden Primary School

As a modern, multi-cultural school, we promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

We deliver our SMSC curriculum and discuss the importance of British values through formal subjects including the personal development curriculum, trips, assemblies, speakers/representatives who visit the school, extra-curricular activities and special events.

Examples of the understanding and knowledge students learn include:
• an understanding of how citizens can influence decision-making through the democratic process;
• an understanding that the freedom to hold other faiths and beliefs is protected in law; • an acceptance that 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;
• an understanding of the importance of identifying and combatting discrimination.6

Examples of actions we take to promote British values are to:
• include in suitable parts of the curriculum - as appropriate for the age of students - 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 all students 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 students
• consider the role of extra-curricular activities, in promoting fundamental British values.

SMSC and British values are further promoted through:
• a 'whole student' curriculum throughout every subject
• a wide variety of extra-curricular activities
• a wide range of trips across the UK and abroad
• services for student wellbeing, including the reflection space, a quiet, safe and welcoming space for students
• student council and student voice - allowing students' opinions to be heard through democracy and providing an opportunity for leadership
• a whole school rewards system focusing on positive behaviour
• charity work across the school supporting local and international charities
• opportunities to lead within our school as councillors/learning champions
• opportunities to consider the views of others and our school community
• a wide range of assemblies, external speakers, activities and workshops, designed to support and encourage students to further develop their awareness of SMSC and British Values.