

Dovecote Primary School

SMSC Policy 2024-25

Adopted

Signed

(Chair of Governors)

Review Due

Signed

(Chair of Governors)

RATIONALE

Spiritual, Moral, Social and Cultural (SMSC) development of the children at Dovecote Primary school is not a separate subject that is taught explicitly but an aspect of learning that should be present in lessons and behaviour in school. Some lessons lend themselves more easily to direct SMSC development such as Jigsaw PSHE and RE. We also aim to develop SMSC through behaviour expectations and our attitudes in school.

As articulated in the Government's 'Prevent' strategy of 2011 we have a focus on the core British values which are: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and belief.

Through our SMSC provision we:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society.
- Enable students 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 students to acquire an appreciation of and respect their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect on the basis on which the law is made and applied in England. We ensure opportunities for developing the British Values and understanding of the Protected Characteristics through SMSC and our Jigsaw PSHE and RE curriculum.

The teaching of SMSC at Dovecote seeks to ensure that it includes all groups of children including looked after children (LAC), disabilities and special educational needs pupils (D/SEN), those on free school meals (FSM), gifted and talented pupils (G&T), English as an additional language (EAL) and other vulnerable groups (new arrivals, hard to reach families etc).

AIMS AND OBJECTIVES

The aims of SMSC at Dovecote are in line with the Promoting fundamental British values as part of SMSC in schools (Nov 14). The key concepts and themes that Dovecote's curriculum will cover are:

The Spiritual Development of children as shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths. sense of enjoyment and fascination in learning about themselves, others and the world around them, including use of imagination and creativity in their learning
- Their willingness to reflect on their experiences

The Moral Development of children as shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England understanding of the consequences of their behaviour.
- Interest in investigating, and offering reasoned views about, moral and ethical issues.
- Ability to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children as shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic 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 acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children as shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities as they arise
- Understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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.

CURRICULUM PLANNING

In planning lessons, teachers will 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. PSHE and RE are taught using the Jigsaw schemes of work, which are constantly reviewed and updated to respond to changes in government policy and to respond to current issues in the world.

The sections illustrate some of the ways we make provision for children's Spiritual, Moral, Social and Cultural Development across the school.

SPIRITUAL DEVELOPMENT

Provision How it is evidenced

- Religious Education curriculum
- Assemblies
- Opportunities for quiet reflection
- Outdoor education in Foundation Stage
- Whole school Values explored through themes Visitors and trips
- RE Jigsaw curriculum plans, include a multi-faith approach based upon the Nottingham City SACRE document.
- Visiting places of worship
- Celebrations of religious festivals from different faiths
- Visits from faith groups
- Time to reflect upon learning and experiences

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 questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Reflection
- A sense of security, well-being, worth and purposefulness

MORAL DEVELOPMENT

Provision How it is evidenced

- School behaviour Policy
- Religious Education and PSHE Jigsaw curriculums
- Pupil Voice
- Fundraising
- Assembly themes linked to the rights of the child
- Regular reviews of Behaviour
- Celebration of children achieving
- Celebration assemblies
- Anti-bullying activities
- E-Safety teaching
- Whole school Assemblies and the explicit discussion of school values
- Lunchtime raffle tickets
- Child participation in pupil groups E.g. School Council, play leaders

At Dovecote Primary School we support children to:

- 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
- 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 as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- 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
- 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

SOCIAL DEVELOPMENT

Provision How it is evidenced

- PSHE Jigsaw Curriculum, including circle time
- Working together in teams
- Collaborative approach to learning
- Pupil Voice
- Extra-curricular activities
- PE curriculum
- Sports events
- Lunchtime behaviour System
- Pupil Groups including: School Council, play leaders
- Educational visits
- Buddies for new arrivals
- Development of outdoor learning in Early Years
- Targeted intervention e.g. play therapy
- Afterschool clubs
- Transition visits
- Projects
- Participation in Sporting events

At Dovecote 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
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, curriculum trips and sport competition
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, and respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise responsibility
- Providing positive and effective links with the world of work and the wider community
E.g. Firefighters visits

CULTURAL DEVELOPMENT

How it is evidenced

- School Visits
- Art and music Curriculum
- MFL
- Celebration of different cultural events in the community
- Meeting authors
- Workshops
- Opportunities to take part in school performances
- Visits from people of different cultures
- Sports Day

At Dovecote Primary School children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children 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 cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Exposure to texts that are culturally diverse in the English curriculum and in class
- 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
- Reinforcing the school's cultural links through displays, posters etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness

ASSESSMENT AND RECORDING

There are no formal arrangements for assessing individual pupils in developing social, moral, spiritual and cultural skills. Assessment for learning is done through questioning,

observation and sometimes recorded pieces of work. Pupil progress in SMSC is reported annually to parents through reports and parents evenings.

MONITORING AND REVIEW

Accountability for SMSC is through the regular review of the SMSC policy by the PSHE co-ordinator and governors. Pupil review is also sought through the use of pupil voice and the school council.

Policy written: May 2024

To be reviewed – May 2025

This policy should be read alongside the PSHE, RSE and RE Policy