

Spiritual, Moral, Social and Cultural Policy

Chisenhale Primary School



Learning Together for a Better Future

Date Written: March 2016

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Approved by Governing Body:

Date for review: March 2018

School's Vision Statement

Chisenhale's vision is to learn together for a better future. Through this vision our aim is for the children to become successful learners, confident individuals and responsible citizens. By specifically promoting pupils' spiritual, moral, social and cultural development we aim to suitably prepare all pupils for life. We will celebrate our identities, differences and values, sharing a common vision to live in our community, to learn from our community, to contribute to our community and to shape the world around us to be a peaceful and beautiful place to live. We will actively promote British Values, which could mean challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Our Aim

The aim of this policy is to:

- Provide the protective framework within which staff can teach and young people can be taught/learn
- Ensure that all young people are given opportunities to develop skills, knowledge and understanding to make informed decisions
- Outline the roles and responsibilities of staff within the school
- Outline the responsibilities of pupils
- Outline the range of sanctions and supportive responses that would be used when responding to forms of radicalisation, such as encouraging a sense of belonging to this country and support of its core values (Prevent Strategy 2011)
- Promote British Values within the school

Core Team

The following people are known as the core team as they are responsible for ensuring that core principles are implemented in the development of the policy and provision.

PSHEEC Curriculum Leader

Role: Coordination of PSHEE and Citizenship across the school

RE Curriculum Leader:

Role: Coordination of Religious Education across the school.

SENCO:

Role: ensuring that pupils' rights to confidentiality are observed and overseeing any case that may involve safeguarding issues.

Policy Implementation

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with school. It is the responsibility of all teaching and support staff to implement this policy. In order to achieve this, training will be provided through INSET days and/or staff meetings. This training will cover E-Safety, safeguarding and the promotion of British Values, as well as how to implement the planning and teaching of SMSC within the curriculum.

Definition

SMSC is the teaching of Social, Moral, Social and Cultural values throughout the whole school and within the curriculum. It IS as much part of the school ethos as it is about core themes to be taught.

Aims of SMSC

Spiritual

Pupils are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning.

Moral

Pupils develop and apply an understanding of right and wrong in their school life and life outside school.

Social

Pupils take part in a range of activities requiring social skills; they develop awareness of and respect for diversity in relation to themselves and others. They gain a well-informed understanding of the options and challenges facing them as they move through the school. They develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

Cultural

Pupils develop an appreciation of theatre, music, art and literature; they respond positively to a range of artistic, sporting and other cultural opportunities; they understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Principles and Values

To implement these aims into all aspects of school life, such as:

- school rules, class charters, core books, celebration assemblies, whole school topics, religious festivals, trips and out-of-school experiences, links with the community, parent involvement, school council, after school clubs and Golden/ Enrichment clubs.
- National Healthy School Initiative, School Fruit Scheme
- Pastoral and social activities including fundraising efforts
- School rewards.

Defining Spiritual, Moral, Social and Cultural Development

- Pupils' spiritual development is demonstrated by their:
- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for other people's 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

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 the consequences of their actions
Interest in investigating, and offering reasoned views about, moral and ethical issues

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 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

Pupils' cultural development is indicated 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 artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
Interest in exploring and showing respect for cultural diversity as demonstrated by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

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Organisation and Content of SMSC

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
Learning & teaching	Probing questions and reflection encourage pupils to think and deepen their learning; opportunities for exploration and investigation of open- ended tasks; the 'big picture' of how topics link to each other and also to other areas of their learning; pupils raise their own questions
Behaviour & safety	Pupils show pride in their work, in the school and in themselves. They share a sense of purpose with each other and with the adults in the school. They respect others and value their well- being and opinions.
Leadership	Collective worship encourages and challenges pupils to reflect on questions of meaning, purpose and identity. There is a clear shared vision which has involved the whole school community. Displays reflect and celebrate school values and promote learning and enquiry. Adults model the values and behaviours expected of pupils and provide positive role models.

	Moral
Learning & teaching	Teachers use 'live' moral issues that are relevant, meaningful or significant to pupils so that they engage actively in their learning; They provide opportunities to develop linguistic skills that enable pupils to build coherent arguments.
Behaviour & safety	Pupils treat each other and the environment with respect. Pupils support each other and show concern for the needs of others in and beyond the school.
Leadership	Collective worship provides opportunities to reflect on values which influence how they live their lives. Displays promote responsible and respectful behaviour. They are used to raise awareness of appropriate moral and global issues. Rewards celebrate pupils who exemplify school values around the school.

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	Social
Learning & teaching	Use group work, active learning and opportunities for learning outside the classroom to develop skills, attitudes and dispositions that will help them in school and beyond; consider the application of what they learn to their current and future lives
Behaviour & safety	Pupils engage in a range of extra - curricular activities. There is a real sense of community cohesion and pupils from all backgrounds work and play well together. There is very little bullying and where it does occur, pupils help to resolve the issues.
Leadership	Collective worship provides opportunities to reflect on relationships. The wide range of activities provided by the school and beyond is clearly visible for all pupils. The physical and emotional environments are positive and support well-being and learning. There is appropriate sign-posting for support. Pupil voice and participation are effective on a range of levels

	Cultural
Learning & teaching	Provide opportunities to explore what they are learning through a range of cultural contexts and activities; consider different perspectives from different groups and why they may be different or what they also hold in common; promote respect for others.
Behaviour & safety	Pupils are aware of and respond positively to the range of cultural backgrounds in the school and the local and national community.
Leadership	Collective worship is inclusive of pupils from all religious backgrounds and none. It reflects the diversity in the school, the local community and includes wider, global diversity. The cultural diversity of the school is well reflected in displays. All pupils feel that the ethos of the school is inclusive and that their background is valued by the adults in the school.

Approaches we are using

Rights Respecting School award - Our school respects each child as a unique being, loved and accepted in an ethos that encourages and celebrates difference. We will endeavour to provide sustainable opportunities for academic and personal development, with a life and moral code based on the United Nations Convention on the Rights of the Child. As a school we are currently working towards the RRS bronze-Level 1 award to demonstrate that we are embedding the language and values of the UNCRC. This will provide children

with the language in order to discuss differences while still maintaining respect for each child's right to hold a belief different from our own.

Philosophy for Children - It is important to provide children with the language skills and the safe places in which they can discuss their faith and that of others without fear of reprisal or censure. In order to be truly inclusive and open to this important questioning process it is important that all students express themselves in a way that is respectful of others rights to learn and to different beliefs than ours. To provide all these things we are going to be extending the use of the P4C across the school, as it provides a safe space for ethical, metaphysical, religious and spiritual questioning and reflection. Through P4C we are hoping to engender in children a sense of openness to discussion and humility around our own beliefs that will help them to grow into respectful members of the global society they will enter when they leave our school.

Inclusion

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Spiritual

- Where pupils already have religious beliefs, supporting and developing these beliefs in ways in which are personal and relevant to them.
- Developing 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.

Moral

- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Develop an open and safe learning environment in which pupils can express their views and practise moral decision making.
- Recognizing and respecting the codes and morals of the different cultures represented in the school and wider community.

Social

- 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.
- Encouraging pupils to recognize and respect social differences and similarities.

Cultural

- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.

- Recognizing and nurturing particular gifts and talents.
- Providing opportunities for pupils to participate in literature, drama, music, arts, crafts and other cultural events and encouraging pupils to reflect on their significance.

Outside Speakers

If outside speakers are used to complement the SMSC work in school, they will be properly briefed beforehand by the class teacher. The content of their session will be agreed and incorporated into the SMSC programme. It will not be used in isolation or as a replacement for the programme. Outside speakers are aware of the ethos of the school prior to the sessions.

Staff Training

General SMSC training on how to implement these aims into the curriculum will be given to all staff, for example during Insets, Twilight sessions or Staff Meetings. This will also include how, when and why SMSC should take place. Members of the core team or identified staff members, will be provided with access to more specialised training in order to be confident and competent in their roles. The core team will then report back to the rest of the staff to keep them up to date on any relevant changes to legislation etc.

Monitoring and Reviewing

- Whatever teaching strategies are used, the lessons will be properly planned and evaluated using formative and summative assessment, to ensure appropriate reflection of learning in terms of knowledge, skills and understanding. This can be done in a variety of formal and informal ways.
- Time will also be made to ensure that teachers reflect on the programme and report back to SMSC coordinator, to inform future planning.
- Each class teacher will contribute to a *Reflection Journal* which will contain evidence of the teaching and learning of SMSC throughout the school, showing progress and consistency from EYFS up to Year 6.
- Ensure the climate and ethos of the school promotes these areas of development and enables all pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others.
- Monitor the impact of the range of opportunities provided for young people to develop their resilience and confidence.

In the classroom this could manifest itself in the following ways:

- Teaching that encourages participation, creativity, reflection and independence.
- Assessment and feedback that values pupils' work and effort.

- Activities that develop teamwork, leadership skills and self-reliance.

Appendix 1 – Religious Education statement

Rationale

Religious Education is a statutory requirement to be taught in all UK primary schools but at Chisenhale it is also much more than this. For our school, having a balanced and respectful religious education means not only covering those aspects of religions that are required, but it also means celebrating the diversity of beliefs found in our school, our local area and the world, as well as encouraging children, staff and parents to see the similarities that bind us together.

We are committed to keeping our religious education rooted in the communities that attend our school and also to use this understanding to expand children's understanding of world religions that are not represented within our community. In addition to this it is important to recognise the growing number of members of our school community who may have no professed faith and to demonstrate that religious education is a gift that allows everyone to live in our global and connected world.

A related aim of religious education at our school is that through the understanding it provides, we can challenge the misunderstanding and fear that can lead to faith becoming an issue of conflict and division. Chisenhale Primary School is made up of staff, pupils, parents and Governors who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils. We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Our Aims

In the teaching of Religious Education at Chisenhale we aim that it will:-

- **Develop a positive attitude** towards other people regardless of their gender, race or religion
- **Develop the skills** to live harmoniously within a diverse society
- **Respect the rights of the child** to hold beliefs which are different from our own
- **Develop the ability** to make reasoned and informed judgments about religious and moral issues
- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be religious. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development

- **Encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses..
- **Enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **Teach pupils to develop respect for others**, including people with different faiths and beliefs, and help to challenge prejudice
- **Prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop specific skills, knowledge and attitudes** reflected in the Locally Agreed Syllabus Religious Education (Tower Hamlets).

Methods

To achieve these aims we are engaged in a range of programmes as a school, these are listed below with an indication of why they are important to achieving our aims for each of our students.

Agreed syllabus from SACRE- we have selected to base our RE curriculum on the Agreed Syllabus produced by Tower Hamlets Standing Advisory Council on Religious Education (SACRE). The reason for this is that the agreed syllabus is rooted in local community but also connected to other schools in the area. This means that we can engage actively with the RE forum run by the local authority and share good practice in RE across the schools in the area. The agreed syllabus is also concerned with producing a well-rounded, global religious education that is very in keeping with the values we wish to encourage through religious education at Chisenhale.

Celebrating different religious festivals – the school teaches children about a range of different religious festivals celebrated by families in school and by families around the world. This includes a nativity play at St Barnabas Church by KS1 pupils, Eid parties....

Reflection Journals - RE is a part of Social Moral Spiritual and Cultural education (SMSC) and so the subject has shared responsibility for developing and evidencing this, increasingly important, aspect of school life. As part of this we are now using special reflection journals to evidence much of our RE lessons. This allows children to move away from worksheets and engage in active conversation, creative expression and written reflection on what they have covered in RE. By providing a space for all of this rich evidence and by allowing children to return to these books as they go through the school RE learning becomes both the subject of reflection for the children and companion moving with them throughout their school life.

In addition to this, there is increasingly a drive to ensure RE is embedded within the cross curricular elements of the creative curriculum and so to provide greater evidence for this subject within drama and literacy lessons.

Mindfulness breaks and moments of reflection - It is increasingly true that we may have members of our school community who do identify as spiritual, humanist or atheistic. It is important that these members of our community are recognised with the RE curriculum and that they do not feel that RE is something for other people. As such we have been trialling a system of having mindfulness breaks that allow the whole class a moment of silence, calm and reflection. While these do not have an explicit religious dimension they do encourage children to reflect, contemplate and experience stillness, all of which are important skills connected with the RE curriculum. These mindfulness breaks also help provide the moments of collective worship that are required by the *School Standards and Framework Act 1998* which states that "...each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship."

In addition to these we already have whole school collective worship on Mondays and Fridays as part of the celebration and whole school assemblies. These are often a reflection of a moral or ethical nature and rooted in considering our place as a school within the wider world, particularly on the effects that we will have on it as we grow into responsible citizens.

Prevent - Religious education is a subject that celebrates diversity and challenges stereotypes, it also encourages understanding between different religious groups. This is especially important at a time when extremist propaganda could have a negative and divisive influence on children at Chisenhale. To counter these negative portrayals of faith we are engaging actively with the government's Prevent agenda and stressing the diverse nature of our school community. We are doing this through having visitors from different religions, cross religious assemblies and visits to places of worship. All of these things help to demonstrate our shared humanity, counteract hurtful narratives and demonstrate the strength and joy we take from the multitude of faiths present at Chisenhale.

The Legal Requirement

The Education Reform Act 1988 requires that Religious Education should be taught:

- to all pupils in full-time education except for those withdrawn at the request of their parents.
- as part of the curriculum, and should promote the 'spiritual, moral, cultural, mental and physical development of pupils'.

- In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the law and DCFS and QCDA guidance: a *minimum 5% of curriculum time is required for teaching RE.*
- **Reception Year** - 30 hours tuition per year
- **Key Stage 1** - 36 hours of tuition per year
- **Key Stage 2** – 45 hours of tuition per year

Appendix 2 [Resources & Useful links](#)

Promoting British Values

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Examples of actions that a school can take

ps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

<http://www.doingsmsc.org.uk/british-values/>

Lots of lesson ideas and free resources for KS1 and KS2

<http://www.smsc.org.uk/>

<http://www.redcross.org.uk/en/What-we-do/Teaching-resources/FAQs-new/SMSC>

<http://www.globalfootprints.org/trackingandevaluation>

The Key

<https://schoolleaders.thekeysupport.com/curriculum-and-learning/secondary-and-further/secondary-curriculum-management/ideas-for-delivering-smsc-development-in-schools>

<http://www.schoolslinkingnetwork.org.uk/resources-area/assembly-ideas/>

<http://www.gogivers.org/teachers/lessons/ks-2/the-golden-rule/>

Other relevant policies:

Confidentiality Policy, Science Policy, SRE Policy, Health and Safety, Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, Visiting Speakers Policy