The Brickfields Trust

Spiritual, Moral, Social & Cultural Policy

Kings Road Primary & Lawford Mead Primary & Nursery Schools

Certified as reviewed and approved by the Local Academy Committee: *Summer 2024*
Next review date: *Summer 2025*

The Brickfields Multi Academy Trust is a company registered in England and Wales.
Company Number: 10538130

Relationship to other Policies:

- Curriculum policy
- Religious Education policy
- PSHE policy
- Equality policy and objectives

Rationale

The spiritual, moral, social and cultural development of the child is recognised, by all stakeholders of member schools, as being of fundamental importance for the education of all children. It permeates all aspects of the curriculum, supports all areas of learning and contributes to our children's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. We believe that our SMSC development contributes towards the individual's appreciation of life's experiences and their relationships with other in communities around us.

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Through classroom discussions we will give the children opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

The curriculum provides opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately within the school community
- Taking responsibility e.g. pupil voice group, school council, house captains, assembly, tuck shop, library and class monitors, delivering messages and looking after younger children or peers
- Encouraging teamwork in PE and games
- Showing appreciation of the performances of other children regardless of ability
- Hearing music from different cultures and genres and opportunities to learn songs from different cultures

- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations
- Studying literature and art from different culture
- Opportunities to evaluate food from other countries

Links with the wider community will include:

- Welcoming visitors into school
- Fostering links with local churches
- Visiting places of worship of other faiths (or welcoming religious visitors into school), to support the understanding of different cultures
- Supporting the work of a variety of charities
- Developing strong home-school partnerships, in order to enable parents and teachers to effectively support children
- Teaching children to appreciate and take responsibility for their local environment
- Liaising with local secondary schools to support the primary curriculum

Spiritual Development

Ofsted (2019) states 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, feelings and values
- knowledge of, and respect for, different peoples faiths, 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

We will give the children the opportunities to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- 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
- Value others' spiritual beliefs

Moral Development

Ofsted (2019) states pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
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We will give the children the opportunities 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
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements
- Understand the consequences of actions

Social Development

Ofsted (2019) states pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of community and social settings, including volunteering, cooperating with others and resolving 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We will give the children the opportunities to:

- Develop an understanding of their individual and group identity
- Help others in the school and wider community
- Understand how individuals relate to each other
- Be able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Be able to make a personal contribution to the well-being of groups
- Have the ability to exercise responsibility with initiative
- Be able to participate cooperatively and productively in the school and wider community
- Know how societies function and are organised
- Understand how the curriculum relates to life in society
- Be able to take on the roles of team leader and team worker

Cultural Development

Ofsted (2019) states pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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
- ability to recognise, and value the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, 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 socio-economic groups in the local, national and global communities.

We will give the children the opportunities to:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Have an understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Learn about the key features of major cultural groups within society
- Develop and strengthening the cultural interests of pupils
- Expose pupils to a breadth of stimuli in order to allow them to develop new interests
- Understand the diversity of culture in society

Monitoring and Review:

It is the responsibility of the Head of School and governors to monitor and evaluate the provision of SMSC throughout the school.

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning, planning and work scrutiny by SMSC leader, senior leaders, the Head of School and governors
- Regular discussions at senior management and staff meetings
- Auditing provision to ensure coverage across the curriculum.
- Review of policies and curriculum maps including the school's approach to collective worship.
- Completing pupil and staff surveys.

Designated Members of Staff for Subject Leadership:

- The teachers responsible for SMSC at individual trust schools

This policy will be formally reviewed by the Local Governing Committee on an annual basis or earlier if new guidance becomes available.