

EARLSMEAD PRIMARY SCHOOL

Spiritual, Moral, Social and Cultural Policy



SUCCESS *for* ALL

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MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

OUR VISION

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

Securing resilience

Understanding values and respecting others

Committing to our learning

Community involvement

Equality for all

Striving to do our very best

Setting high expectations

SMSC Policy

At Earlsmead Primary School, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

This document outlines the overview of SMSC provision at Earlsmead Primary School. Every subject area promotes the development of reflective and perceptive students. We ensure that all opportunities are taken to develop collaborative, harmonious and trusting relationships between all that will support and develop long term success for students. We will create an environment of high expectations, aspirations and self-belief for everybody involved in our school.

Introduction

Our aim is to provide a safe, caring and happy environment where there is an opportunity to grow spiritually, morally, culturally, mentally and physically to ensure mutual respect and understanding. All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

Aims

The school aims to create an ethos which fosters the spiritual, moral, social and cultural development of all children. SMSC is developed through:

- promoting SMSC exceptionally well so that all students benefit from high quality teaching and learning which motivates, challenges and empowers them
- the whole curriculum, with a focus on PSHE
- promoting British Values across assemblies
- extra-curricular activities
- opportunities for 'pupil voice'
- developing a sense of integrity, compassion and tolerance throughout the community which values self-esteem alongside respect for others
- enhancing opportunities through partnerships between parents, students, staff, the local community, industry and commerce for students to explore the wider world.

The school is committed to offering children the opportunities to:

- identify, reflect on and explore different social, spiritual and cultural experiences
- distinguish between right and wrong
- discuss moral issues
- develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures.

Spiritual Development

The school supports the process of acquiring positive personal beliefs and values as:

- an active basis for personal and social behaviour
- for the consideration and reflection of actions, words and the world as it is around us
- the seeking of answers to 'deeper' questions.

The primary aim is to underline the spiritual concerns of humanity (e.g. matters of life, the purpose of life, choices in life, etc.)

Spiritual development is experienced largely through Religious Education; lessons aid children in gaining an insight into their own religious beliefs and loyalties, identifying their personal and spiritual values and practices so that they may take up their own spiritual allegiances. Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society.

Also, it develops in children respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

It is expected that wider opportunities exist in the school's curriculum that enable children (by discussion) to think about religion and spirituality, and to appreciate the variety of faiths by: using art, drama, music, languages, science, technology and humanities to heighten awareness of the spiritual dimension in our lives.

Moral Development

Moral Development encourages children to develop fundamental principles about behaviour and the reasons for different types of behaviours. The school helps children to develop the skills and confidence to make their own decisions, and also gives children the confidence to listen to and respect the thinking of others.

The aims of curriculum work can be summarised as follows:

- to stimulate children into giving expression to their own moral beliefs and understanding
- to challenge children into justifying their beliefs and giving reasons for their understanding
- to enable children to share with others their own reflections and to listen to others reflections in turn
- to empower children to be able to resolve their disagreements
- to help children apply their growing moral competence in the context of vocational experience and the workplace
- to facilitate the extending and generating of children's moral reflections beyond their own immediate experience, to national and international issues.

Social Development

Through social development, children acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all areas; its structures, principles and life as a citizen, parent or worker in a community.

Children are encouraged through our 'Class Dojo' behaviour management structure to have an increased awareness of their own identity as individuals as well as a need to work with the feelings and wishes of others. Both the formal curriculum and extra-curricular activities promote team work and co-operation. The development of social skills is monitored both formally through assessments from our Learning Mentors, and informally through pastoral interactions. Supportive measures are available where they may be needed. Teachers actively guide children to work in groups outside of their friendship groups to encourage a diverse range of discussions, ideas and opinions.

- There is a planned programme of personal, social and health education, which aims to develop student awareness of moral issues as well as fostering a sense of responsibility and community values.
- Records are kept of positive achievement, behaviour and effort. Concerns are regularly monitored and prompt action is taken when required.
- Expected standards of behaviour are regularly discussed with children by all staff.
- Individuals are encouraged to participate in enrichment and extension activities outside of the normal school timetable.
- Effective communications are maintained between the school and parents to ensure children maximise their potential. Formal parental contact is made during
- Target Setting Evenings, however regular informal contact is made through telephone calls, emails and unplanned meetings in school with individual members of staff.
- In any aspect of the curriculum, external speakers are used to expose the children to a variety of viewpoints and opinions. The emphasis is to allow children to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our children.

Cultural Development

Through cultural development, children gain an understanding of beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to – and integrates – certain aspects of spiritual, moral and social development. The school reinforces the values and customs of society as a whole and celebrates diversity and multi-culturalism. The cultural influences of pupils' home life, community and religion are explored in order to extend the children's awareness and breadth of understanding. This is achieved through the formal curriculum, extra-curricular activities and the value placed on the children's own cultural interests, achievements and the way in which they enrich their experiences of all aspects of culture.

Earlsmead Primary School seeks to provide an education, which not only develops and strengthens children's current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity

Children should be able to:

- know about their own culture and society
- value and take pride in their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of different cultural groups within society
- know about societies and cultures other than their own
- be aware of the principal ways in which different people interpret the world

The school seeks to enhance the cultural development of children by way of:

- the formal curriculum
- extra-curricular activities
- incorporating children's own home influences into class discussions

Promoting Fundamental British Values

Earlsmead Primary School actively promotes the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

This is achieved through the effective spiritual, moral, social and cultural development of our children, as part of a broad and balanced curriculum and extra –curricular activities, through our links with both the local community and the wider world. In promoting our children's spiritual, moral, social and cultural development (SMSC), we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our children's ages and abilities.

As outlined in the DFE 'Keeping Children Safe in Education' document, extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of Earlsmead's safeguarding approach.

All staff are aware of some of the indicators that might suggest that an individual might be vulnerable and will therefore use their judgement in identifying children who might be at risk of radicalisation. We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Harrow Multi Agency Safeguarding Hub (MASH). MASH will share the details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

We will enable our children to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The ethos and teaching in our school (which parents are made aware of) will support the rule of English civil and criminal law and we do not teach anything that undermines it. In our teaching about religious law, we take particular care to explore the relationship between state and religious law. Our children are made aware of the difference between the law of our land and religious law.

Evidence of SMSC at Earlsmead Primary School:

<p>Spiritual:</p> <ul style="list-style-type: none"> • Collective worship • RE teaching • School ethos • Effective PSHE delivery • Learning/working walls • Broad and balanced curriculum • Residential trips • Visits to or visitors from places of worship • Museum/Gallery visits • Self/peer assessment opportunities 	<p>Moral:</p> <ul style="list-style-type: none"> • RE and PSHE teaching • Assemblies • School council • Effective behaviour policy • Charity fundraising • Good relationships between staff and children • Restorative justice approach • Rewards/certificates for positive attitudes/learning • Sanctions/consequences for actions
<p>Social:</p> <ul style="list-style-type: none"> • PTA events • Parent/carer learning together afternoons • Residential trips • Educational visits • Sports competitions • Extended day activities • After School Club (ASC) • Breakfast club • School visitors/workshops 	<p>Cultural:</p> <ul style="list-style-type: none"> • Special performances (eg. Christmas, Eid, Diwali) • Special assemblies (eg. Chinese New Year, Easter) • RE coverage • School visitors • Museum/Gallery visits • Charity fundraising • Collective worship • Special events (eg. International Day, French Day, Summer Fair)