

Spiritual, Moral, Social and Cultural (SMSC) Education Policy



Westgate C.P.
School



Version	Date	Author	Comments
1	June 24	Mrs R Kidd	

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Context

This policy adheres to the following principles of the United Nations' Convention on the Rights of Children:

Article 14

"Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights."

Article 15

"Every child has the right to meet with other children and to join groups and organisations as long as this does not stop other people from enjoying their rights."

Article 29

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment."

Article 31

"Every child has the right to relax, play and take part in a wide range of cultural and artistic activities."

It should also be read in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- SEN Policy
- Anti-Bullying Policy
- Behaviour Policy
- Accessibility Plan
- Health and Safety and Wellbeing Policy
- Online Safety Policy

Mission Statement

At Westgate Primary School our vision is to: ***INSPIRE, CREATE AND LEARN***

We recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve.

We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

We aim to provide a balanced and rich education that gives our children opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Approaches

SMSC pervades every aspect of our Curriculum and is delivered through:

- School Policies (see above) and in particular the school's Behaviour Policy which is closely linked with the School's Golden Rules (be kind in what you do and say, look after our school, follow instructions) and our Learning Behaviours (Pride, Resilience, Courage and Teamwork)
- Reward Systems
- Our enquiry-led curriculum
- The RE, PSHE and MFL curriculum
- Assemblies which enable pupils to explore important values, aspects of heritage and other cultures and provide opportunities for students to reflect on a wide range of moral and ethical issues
- Our weekly Celebration Assembly, celebrate achievements within the school community
- After-School clubs
- Educational visits to local places of interest
- Residential trips
- Sports fixtures and tournaments
- Live performances in and outside schools
- Strong links with local organisations including churches, theatres, library etc.
- Guest speakers representing a range of organisations
- Special Themed Days such as Healthy Body and Mind Day, Multicultural Day
- Regular fundraising events with the proceeds going to a range of local and national organisation (Royal British Legion, Children in Need)
- Transition days with High Schools
- Pastoral, SEND and EAL team working closely with colleagues, staff, parents and outside agencies to minimise barriers to learning
- ELSA
- Regular parent information meetings and open sessions
- The PTA
- Volunteer Scheme e.g. parents, reading volunteers, therapy dog etc.
- Weekly newsletters

Definition

The OFSTED's School Inspection Handbook for September 2021 (items 245 to 248) which is summarised in Appendix 1 outlines the definitions for each SMSC area as:

Spiritual development

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge of, and respect for, different people's 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

In our school, spiritual development is encouraged through:

- being curious and expressing feelings of delight and wonder, (scientific investigations, field trips, residential trips, animal and plant life, the global landscape, our historical heritage)
- empathising and considering the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- considering how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- providing opportunities for pupils to discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)
- learning about celebrations, festivals and worship from Christianity, Islam, Hinduism, Sikhism and Judaism in RE
- taking part in periods of reflection at different times throughout the school week
- gaining an understanding of their feelings and emotions and their likely impact on themselves and others through the delivery of our Behaviour Policy which promotes self-reflection and outlines the importance of making "good behaviour choices". Pupils also have additional opportunities to develop this skill in PSHE, during circle time activity and during ELSA sessions.

Moral development

- 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 the ability to understand and appreciate the viewpoints of others on these issues

Our classroom environment and curriculum promote moral development through:

- our School Policies which make sure that there are clear procedures in place to enable the smooth and safe running of the school as well as the safety of everybody within its walls
- code of conduct and values (Golden Rules and 4 Learning Behaviours) which have been agreed by all school stakeholders and which are clearly displayed throughout the school (in classrooms as well as in public areas such as the hall, main corridor and the Dining Hall)
- Star of the Week, Learning Behaviour and Star Write awards given out at the weekly Celebration Assemblies, with parents invited
- clear and consistent rewards and sanctions that children understand and believe to be fair
- school assemblies that discuss moral values and cite expectations
- activities that enable pupils to give opinions and show their values
- opportunities to discuss the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures.
- regular meetings to discuss more challenging behaviour and provide support
- personalised behaviour plans agreed and implemented with the help of the SEND and Pastoral team
- the PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community

Social Development

- 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 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

At our school, social skills are developed through:

- modelling of positive social behaviour by all staff
- pair and small group work within the classroom
- turn taking and team building activities
- the PSHE scheme of work, which contains units on Health and Wellbeing, Relationships and Living in the Wider World
- the high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults
- children learn to be effective communicators through the school's Total Communication approach, including the use of symbols, photos, BSL signing and Makaton
- Wraparound care (breakfast club and after school club)
- after school clubs
- sporting activities
- educational visits within the community
- residential trips
- working with others across the local community (Royal ballet School, Bury Schools Partnership, Suffolk One Life, Greener Growth, St Peter's Church, Bridge the Gap etc.)
- the values of friendship, kindness, acceptance, teamwork, honesty, trust, courage, perseverance and resilience are explicitly taught through our Golden Rules and Learning Behaviours and are modelled throughout the school.

Cultural development

- 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we have 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 socioeconomic groups in the local, national and global communities

At our school, children are introduced to a regional and global perspective in life through:

- Country of the Month, which recognises the diversity of our school community
- stories from different cultures
- texts used in IAACW units
- first hand experiences through local visits, theatre, art and artists
- in assemblies, RE and in MFL children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.
- visitors from the local and international community
- being part of National and International fundraising events
- studies of a different lifestyle including different food, dress, festivals and places of worship
- links with local and international schools and organisations

Entitlement

Westgate CP School is keen to ensure that equality of opportunity is provided for all. To achieve this, all learners will have access to Social, Moral, Spiritual, and Cultural Education. Teachers are encouraged to include SMSC elements in their core subjects and through the topics they plan for and teach. These values are also reinforced in assemblies. Due regard is given to parents'/carers' wishes where possible and cultural traditions, religious beliefs and individual differences and needs are taken into account. The ethos of the team encourages frank and open adult/learner discussions in all matters relating to social and/or emotional problems in dealing with and accepting disability and vulnerability.

All Social, Moral, Spiritual, and Cultural Education activities will take account of Westgate CP School's Health & Safety Policy and where appropriate, teachers will carry out risk assessment for specific activities.

Expectations of stakeholders

All stakeholders are expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in class, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.

Monitoring and Reviewing

Role of Governing Body

SMSC is an important part of life at Westgate. As such, it is an area of interest to our Governing Body.

Collaborative work includes Governors:

- being at hand to provide general support and advice
- meeting with the SMSC Coordinator to monitor progress and identify next steps
- providing contact details of potential guests or procuring guests for special themed days
- attending and supporting themed events
- accompanying groups to local places of interest or on residential trips
- carrying out Learning Walks focused on specific SMSC skills
- gathering pupils and parents' views through surveys and interviews

Role of Senior Leaders and Key Staff

The Senior Leadership Team will support the delivery of SMSC throughout the school by:

- providing support to the SMSC Coordinator
- promoting and facilitating enrichment events in school
- encouraging staff and students to be involved in enrichment activities
- promoting student and parent voice opportunities

It will undertake regular review of SMSC provision throughout the school:

- by monitoring and analysing planning and teaching/learning
- by completing various scrutinies
- through discussions at SLT or staff meetings
- via the School Improvement Plan calendar
- as part of the Performance Management process

Role of SMSC Coordinator

The provision of SMSC at Westgate CP School is monitored by the SMSC Coordinator in liaison with The Senior Leadership Team and Governing Body.

The role of the SMSC Lead at Westgate CP School is to work with all stakeholders to:

- provide a strategic lead and direction for SMSC provision within the school
- ensure that SMSC forms an integral part of discussion at SLT meetings
- keep colleagues informed about current developments in the subject
- ensure that the school provides a broad and balanced Curriculum, which closely matches pupils' experiences, preferences, needs, interests and life goals
- ensure that opportunities are equally accessed by all children, including those in our vulnerable groups
- promote the development of Parent and Pupil Voice through surveys and interviews, and ensure that those are used to inform strategic planning

This will be achieved through:

- an SMSC action plan with key milestones which are regularly reviewed
- regular training and updates for staff
- a programme of assemblies which enable pupils to develop all aspects of their spiritual, moral, social and cultural development
- scrutiny of curriculum overviews for evidence of planning for and delivery of SMSC
- lesson observations and evidence of pupils' work
- learning walks to observe elements of SMSC across the school with Governors and pupils
- compiling a portfolio of SMSC opportunities
- keeping a record of SMSC opportunities provided within the Wider Curriculum to help highlight any areas which may need more provision
- planning and delivering opportunities/events (after-school clubs, residential trips, whole school events) which address potential gaps in SMSC provision
- closely monitoring access to opportunities (after-school clubs, trips, membership of pupil-representing bodies) for pupils within our vulnerable groups
- professional discussions with colleagues including SLT, Phase Leaders and members of the Governing Body
- speaking to learners and analysing pupils and parent feedback

Links with the Wider Community

- visitors are welcomed into the school to deliver Assemblies or come to take part in workshops during special themed days
- learners take part in whole school activities, such as Healthy Body and Mind Day
- the development of a strong home-school link is link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the learner
- learners will be taught to appreciate their local environment and to develop a sense of responsibility to it through residential opportunities, outdoor education and other events

Appendix 1 – SMSC Statements – OFSTED Handbook (Sep 2021)

SMSC OFSTED Requirements – September 2021

The Spiritual development of pupils is shown by their:		British Values	Learning Behaviours
SP1	ability to be reflective about their own beliefs, religious or otherwise,	Individual Liberty	Courage
SP2	use this reflection to inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	Respect & Tolerance	Courage
SP3	sense of enjoyment and fascination in learning about <u>themselves</u> , others and the world around them	Individual Liberty	Pride Courage
SP4	use of imagination and creativity in their learning	Individual Liberty	Resilience
SP5	willingness to reflect on their experiences	Individual Liberty Respect & Tolerance	Courage Resilience
The Moral development of pupils is shown by their:		British Values	Learning Behaviours
MO1	ability to recognise the difference between right and wrong	Rule of Law	Courage
MO2	readily apply this understanding in their own lives and, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	Rule of Law	Pride Courage Resilience
MO3	understanding the consequences of their behaviour and actions	Rule of Law Individual Liberty	Courage Resilience
MO4	interest in investigating and offering reasoned views about moral and ethical issues	Respect & Tolerance	Courage
MO5	being able to understand and appreciate the viewpoints of others in relation to moral and ethical issues	Democracy	Teamwork
The Social development of pupils is shown by their:		British Values	Learning Behaviours
SO1	use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Respect & Tolerance	Teamwork
SO2	willingness to participate in a variety of communities and social settings including volunteering	Individual Liberty	Teamwork
SO3	Cooperating well with others and being able to resolve conflicts effectively	Rule of Law Democracy	Teamwork Resilience
SO4	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	Democracy Rule of Law Individual Liberty Respect & Tolerance	Pride Courage Resilience Teamwork
SO5	pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	Democracy Rule of Law Individual Liberty Respect & Tolerance	Pride Courage Resilience Teamwork
The Cultural development of pupils is shown by their:		British Values	Learning Behaviours
CU1	understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Respect & Tolerance Individual Liberty	Pride Teamwork
CU2	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	Respect & Tolerance	Pride Teamwork
CU3	knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Democracy Rule of Law	Pride
CU4	willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Individual Liberty	Courage Teamwork
CU5	Interest in exploring/improving understanding and 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 & socio-economic groups in the local/national/global communities	Respect & Tolerance	Pride Courage Resilience Teamwork
CU6	ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Respect & Tolerance	Pride Courage Teamwork