

# Stoke Fleming Primary

## SMSC Policy

Achievement

Community

Opportunity

Character

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**Our vision:**

Set sail in the world...

**Our Values:**

Considerate, Confident, Creative and Cultured

**Our mission:**

Our 'charted curriculum' inspires everyone to explore, dream and discover the world around us

The UNCR has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. At Stoke Fleming we work with these rights to guide everything we do, we feel the following rights are particularly pertinent to this policy:

**Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 2 (without discrimination)** The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

**Article 12 (respect for the views of the child)** Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

**Article 29 (goals of education)** 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.

## **SMSC STATEMENT**

This document outlines the overview of SMSC provision at Stoke Fleming 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. We aim for our young people to be self-confident citizens and entrepreneurs of the future.

## **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 and. All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values through the thoughtful and wide-ranging promotion of children' 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 PSHE and extra-curricular activities.
- promote British Values across assemblies.
- extra-curricular activities
- opportunities for 'pupil voice' and student leadership.
- develop 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 experiences and 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 reflections 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.). SMSC display board is use to present a picture with relating questions that allows all children an opportunity to reflect on pertinent moral and spiritual themes.

Spiritual development is experienced largely through Religious Education; lessons aid children to gain insight into their own religious beliefs and loyalties, identify 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 appreciate the variety of faiths by: using art, drama, music, languages, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives creating tasks which question children and enable them to work out their own position on issues, both moral and religious.

## **Moral Development**

Moral Development:

- encourages children to develop fundamental principles about behaviour and the reasons for different types of behaviours
- helps children to develop the skills and confidence to make decisions
- gives children the confidence to listen to and respect the thinking of answers to questions about the universe

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 them into trying to justify their beliefs and understanding with reasons
- to enable them to share with others their reflections, listen to others and empower them to resolve their disagreements
- to help them apply their growing moral competence in the context of vocational experience and the workplace
- to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues.

Key moral matters at Stoke Fleming Primary School are:

- self-respect and integrity
- doing the right thing
- telling the truth importance

- friendship loyalty to particular groups
- the ethic of work
- making the right choices
- managing conflict
- trust and confidentiality
- human rights
- personal judgement laws and their justification, civil rights and duties

## **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 aspects, its structures and principles and life as a citizen, parent or worker in a community.

Children are encouraged through our Good to be Green Behaviour Management structure to have increasing awareness of their own identity as individuals and 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. Supportive measures are available where they may be needed. Teachers actively guide children to work in groups outside of friendship groups.

- There is a planned programme of personal social, and citizenship 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.
- Codes of conduct and expected standards of behaviour are discussed with children by all staff.
- Individuals are encouraged to participate in enrichment and extension activities outside of normal school timetable. An international perspective is encouraged through the school's active support of a variety of charitable organisations.
- Effective communications are maintained between the school and parents to ensure children maximise their potential. Formal parental contact is made during Parent Consultations, 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 those 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 home, community and

religion are explored in order to extend the children' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the children' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

Stoke Fleming Primary School seeks to provide an education, which not only develops and strengthens children' 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 and value their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of 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

Cultural Developments within the curriculum

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

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

### Promoting Fundamental British Values

Stoke Fleming 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 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' 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' age and ability.

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 of our school, which we will make parents aware of, will support the rule of English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law. Our children will be made aware of the difference between the law of our land and religious law.

The provision for SMSC and the promotion of Modern British Values will be implemented using the following methods at Stoke Fleming Primary School;

- Pupil Voice.
- Regular monitoring of the curricular and extra-curricular curricula by the SMSC lead (see *links to other policies*).

- SMSC Welcome display books.
- Thought-provoking displays to encourage discussion surrounding SMSC and Modern British Values.
- SMSC Link Governor Visits.
- Star of the Day and Star of the Week display in each class to celebrate success.
- House Points System to give children a sense of belonging and self-worth.
- Links to SMSC on displays across the school to celebrate children's work and achievements.
- Whole-School and KS Assemblies linked to current topics, the wider world and the celebration of main cultural events.
- Promotion of the values (Confident, creative, considerate, cultured)
- Restorative Practices within school and within IRT periods.
- NSPCC sponsored events and other charity events.
- International Day celebrating every culture.
- Additional responsibilities for children such as School Council, Prefects, Lunchtime Monitors and House Captains.
- Circle Time timetabled in each class.
- Learning Mentors and School Counsellor to enable children to discuss issues surrounding their behavioural or SEMH needs.

Through our school's SMSC provision, we will;

- enable our children to develop their self-knowledge, self-esteem and self-confidence;
- enable our children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage our children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable our children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further develop tolerance and harmony between our country's different cultural traditions by enabling our children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## MONITORING AND EVALUATION

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The Senior Leadership Team (SLT) and Governors will monitor SMSC alongside the regular monitoring of the promotion of Modern British Values.

## LINKS TO OTHER POLICIES



This policy should be read and followed in conjunction with the following policies:  
Behaviour, Child Protection, SEN, Equalities Curriculum Policies.