





**Spiritual, Moral, Social and Cultural (SMSC) Policy**  
**(Learning and Growing Together)**

<b>Date ratified by Governing Body</b>	<b>2<sup>nd</sup> May 2023</b>
<b>Review Cycle</b>	<b>Every year, or when there is a change in statutory guidance or legislation</b>
<b>Review Date</b>	<b>May 2024</b>
<b>Signed Headteacher</b>	
<b>Signed COG</b>	



# MERRIOTT & HASELBURY PLUCKNETT

## PRIMARY SCHOOLS FEDERATION

### 1. **Mission Statement**

- a. This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the intent at Merriott and Haselbury Plucknett Primary Schools Federation, valuing all pupils equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.
- b. The schools strive to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupil to his / her full potential.
- c. This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they espouse.

### 2. **Spiritual Development**

- a. **Aim.** This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.
- b. **Objectives.** The pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:
  - i) Develop their self-esteem, self-knowledge and belief in themselves.
  - ii) Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs.
  - iii) Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few.
  - iv) Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences.
  - v) Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.
- c. **In Practice at Merriott and Haselbury Primary Schools Federation, this is delivered through:**
  - i) A Religious Education programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
  - ii) A PSHE programme.
  - iii) An assembly programme at Merriott Primary School to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation.



- iv) A collective worship programme at Haselbury Plucknett Primary School to address the spiritual aspect of quiet and reflection – in biblical stories and role models from the world and encouraging community participation.
- v) Educational enrichment trips, creative partnerships and visiting speakers provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world.
- vi) A reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it.
- vii) A rewards system developing pupil self-esteem through certificates, house points and awards at all levels.
- viii) Displays of pupil work bring a sense of pride in the work pupils produce and therefore a sense of expressing the talents of the individual.
- ix) The use of school council to involve pupils in the life of the school.

### **3. Moral Development**

- a. **Aim.** Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.
- b. Objectives of the code of conduct are to promote the concept of excellent behaviour. Therefore:
  - i) We are kind and helpful.
  - ii) We show respect.
  - iii) We listen.
  - iv) We try our best.
  - v) We let everyone join in.
  - vi) We are caring and considerate.
  - vii) We try hard in all lessons.
  - viii) We are honest.
- c. In practice – at Merriott and Haselbury Primary Schools Federation this is delivered through:
  - i) Clear models of good behaviour from staff and senior pupils and reinforcement of school and classroom rules both inside and outside of lessons.
  - ii) A pupil support department and structure used by all staff that is focused on conflict resolution and restorative justice.
  - iii) Discussions based on moral issues, where appropriate, across the school community throughout the day where appropriate.
  - iv) PSHE programme.
  - v) Assembly themes on moral issues, developed and reinforced during tutor time.
  - vi) 6 values woven through school life (at Haselbury Plucknett these values also link to the bible in Galatians: Fruits of the Spirit)



- vii) Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- viii) The use of pupils in teams across the school: Pupil council; Key stage 2 playground monitors, Collective Worship Team etc.
- ix) Supervised and filtered access to the Internet together with regular lessons focused on the dangers of the internet and related issues.
- x) Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour.

#### **4. Social Development**

- a. **Aim.** Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.
- b. **Objectives.** Pupils will be encouraged to:
  - i) Maintain and develop relationships within the school working successfully with other pupils and adults in the school community.
  - ii) Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community.
  - iii) Gain an understanding of the wider society through their family and carers, the school, local and wider communities.
  - iv) Actively participate in the school community and beyond into the wider community outside of school.
- c. **In Practice,** at Merriott and Haselbury Primary Schools Federation we provide opportunities for pupils to:
  - i) Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner.
  - ii) The use of pupils in teams across the schools.
  - iii) Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
  - iv) Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where pupils have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
  - v) PSHE programme.

#### **5. Cultural Development**

- a. **Aim.** Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.
- b. **Objectives.** The pupils will be encouraged to:
  - i) Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.



- ii) Recognise that similarities and differences may exist between different societies and groups.
  - iii) Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media.
  - iv) Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.
- c. In Practice at Merriott and Haselbury Primary Schools Federation we encourage:
- i) Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools, colleges and universities – in order to better understand other cultures and ways of life.
  - ii) PSHE programme.
  - iii) Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
  - iv) Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
  - v) Access to the Internet in order to explore cultures and activities as extension learning.

## **6. Role of Senior Leaders and Key Staff**

- a. To undertake audits in SMSC provision.
- b. To promote and facilitate enrichment events in school.
- c. To organise and share the focus school value for each half term linked to an assembly programme.
- d. To promote pupil “voice” opportunities and the related teams in order to maximise pupil participation.
- e. To encourage staff and pupils to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

**7. Expectations of stakeholders** All stakeholders are expected to support and be engaged with the implementation of this policy through every engagement that they have with each other; 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.