

# King's Cliffe Endowed Primary School

## Spiritual, Moral, Social and Cultural (SMSC) & Fundamental British Values (FBV) Curriculum Policy

**Policy Updated** – September 2024

**Review Date** – September 2026



Chair of Governors: (signed)

### Introduction

Here at King's Cliffe Endowed we strive to ensure that all our children grow a love for learning and experience success on a daily basis. We work hard to excite our children in their learning and every opportunity is taken to grasp the chance to be highly innovative, imaginative and inspirational.

Our aim is to create a positive learning experience for every individual, which challenges and encourages children to be self-assured in expressing their thoughts and question their learning. Our wish is for all our children to become life-long learners by providing them with the skills and knowledge that enable them to be confident individuals, accomplished learners, reflective contributors and responsible citizens.

*'Spiritual, Moral, Social and Cultural provision has the potential to raise aspirations. It can also develop empathy, deepen spirituality, connect young people with their communities and develop their core values. It creates opportunities for pupils to learn and practice human virtues and values such as compassion, hope, faith and forgiveness.'*

*Through high quality SMSC education we have the opportunity to nurture reflective wisdom what will enable our children to make wise and appropriate choices that will prepare them for life in modern Britain.'*

–SMSC The National Quality Mark

This policy aims to give support and understanding regarding the teaching and learning of Spiritual, Moral, Social and Cultural (SMSC) at King's Cliffe Endowed School.

## **Aims**

At King's Cliffe Endowed we aim to:

- provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential
- provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum
- develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development
- set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively
- create a sense of self-respect, independence and self-motivation across the school
- ensure pupils have a good understanding of their responsibilities and how to exercise them, as well as accepting responsibility for actions taken
- encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society
- provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles
- foster links between home and school and develop a partnership with parents in the education of their children
- ensure that everyone connected with King's Cliffe Endowed is aware of our values and principles

## **Spiritual, moral, social and cultural development**

At King's Cliffe Endowed we aspire for our children to be well-rounded, developed and aware, who are equipped to deal with the world they live in and the situations and experiences it may challenge them with. We place an emphasis on creating reflective and inquisitive learners who are socially, morally and spiritually aware with an understanding, acceptance and ability to immerse themselves in culture.

The **Spiritual** development of pupils is shown by their:

- ability to reflect about their own and other's beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values, faiths and perspectives
- knowledge of and respect for different people's faiths, feelings, and value
- sense of enjoyment, fascination and intrigue in learning about themselves, others and the world they live in, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their learning and experiences.

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own live
- respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds as well as those of different ages
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in contributing to develop Britain
- ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

### **The role of staff members**

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families.

Staff members will help pupils' SMSC development by:

encouraging teamwork in all areas of the curriculum

encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability

using assembly themes to explore important aspects of both British heritage and other cultures.

### **Subject content**

It is expected that pupils should 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 school's ethos and teaching supports the rule of English civil and criminal law. As a school we teach about religious law, particular care is taken to explore the relationship between state and religious law. Our pupils are made also aware of the difference between the law of the land and religious law.

**Through the provision of SMSC, we:**

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England

- encourage students 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 students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- 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.
- Students should understand their rights and accept their responsibilities and the needs to respect the rights of others. Classroom charters promote responsible behaviour.

Through classroom activities and discussion in the wider curriculum, we will give pupils 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, e.g. bullying, bereavement etc.
- 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.

### **Fundamental British Values**

At King's Cliffe Endowed, we promote the fundamental British values of; democracy, the rule of law, individual liberty, and mutual respect and tolerance of

those with different faiths and beliefs, through the school's curriculum and the development of the 'whole child'.

The understanding and knowledge expected of pupils as a result of promoting Fundamental British Values are:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

We recognise that such development is most successful when those values and attitudes are promoted by all staff and provide a model of behaviour for our students. We will take the following actions to promote FBV's:

- include, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries
- set codes of behaviour to help pupils make decisions and choices that are acceptable to the school community and society
- teach pupils a broad and balanced international history
- represent the cultures of all our pupils within the curriculum
- empower our children to make choices about the things they believe to be important
- teach a wide range of English and non-English literature
- promote pupils' inclusion in activities
- aid pupils in managing their behaviour and take responsibility for their actions

- facilitate opportunities to be a part of the community
- ensure that all pupils have a voice that is listened to
- demonstrate how democracy works by actively promoting democratic processes, e.g. school council
- use general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view
- participate in charitable events
- use teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths
- use extra-curricular activities to promote fundamental British values
- provide a consistent and predictable environment to enable pupils to feel safe and secure
- help pupils to understand the connection between actions and consequences.

## **Delivery**

SMSC Education takes place across all areas of the curriculum, and has particularly strong links to Religious Education, PSHE Education and pastoral sessions. All areas of the curriculum will draw examples from a wide range of cultural context as possible. Many areas across the curriculum provide opportunities for pupils 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
- We deliver SMSC through a variety of ways beyond the curriculum:
- Assemblies
- Guest speakers
- Student leaders
- Sports leadership
- Community projects

- Extra-curricular programmes
- School productions
- Enrichment

All curriculum areas have a contribution to a child's social, moral, spiritual and cultural development and opportunities for these are planned into each area of the curriculum. Beliefs, values, principles and spirituality will be explored across the curriculum whilst the integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised and students will be given access to alternative views.

We actively promote visitors and workshops in school to support us in generating an excitement for learning with our children. We believe these opportunities give our children a different learning opportunity and a more in depth chance to explore and question more specifically around a topic, theme or idea.

### **Monitoring and evaluation**

All aspects of SMSC are continually monitored and evaluated by SLT, curriculum leaders and governors to further improve our provision for children's development. We do this by:

Audits, which are carried out by departments to assess where SMSC themes have been adhered to within schemes of work

Monitoring of teaching and learning as per the monitoring cycle

Regular discussions at staff and governors' meetings

Student voice

### **Further reading**

The PSHE, RE, Equality, Safeguarding, E-Safety, Anti-Bullying, Behaviour, Health & Safety, and SEND policies must also be read in conjunction with this policy.