



SMSC at Cedars Primary

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

Below is an explanation of each of these terms:

Spiritual	Pupils' spiritual development is shown by their:
Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	<ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.
Moral	Pupils' moral development is shown by their:
Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	<ul style="list-style-type: none"> • ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.
Social	Pupils' social development is shown by their:
Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.	<ul style="list-style-type: none"> • use a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate

	skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
Cultural	Pupils' cultural development is shown by their:
Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • 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, 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 Cedars Primary School we recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We, therefore, aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including 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 are all critical skills and aspects that we nurture, encourage and develop through our curriculum.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. Belief values, principles and spirituality are explored across the curriculum. The integrity and spirituality of faith backgrounds are respected and explored. The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.

All adults model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect and care for our pupils and their families. Children learn to differentiate between right and wrong in their actions and how their actions affect others. They are encouraged to value themselves and others.

General aims

We aim to ensure:

- That everyone connected within the school is aware of our Core Values and Purposes
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- That a child's education is set within the context that is meaningful and appropriate to their age and ability
- That children have a good understanding of their responsibilities and how to exercise them

Through classroom activities and dialogue in the wider curriculum we give the children opportunities to:

- Share their achievements and successes with others e.g. Celebration Assembly
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death 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.

All curriculum areas provide opportunities to:

- Listen and talk to each other
- Develop 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 ideas, equipment and peers the opportunity to contribute
- Work co-operatively and collaboratively

All curriculum areas plan & provide opportunities to cultivate:

Spiritual Development

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought

- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and meaningful relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements
- Take action for justice

Social Development

- Develop an understanding of their individual and group identity
- Helping others in the school and wider community

Cultural Development

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions

Practical activities to develop SMSC include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility e.g. class monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- Encouraging teamwork in all group activities
- Showing appreciation of the performances of other children regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations

- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional authors, actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Studying the contributions to society that certain famous, historical and influential people have made
- Use of assembly themes to explore personal values e.g. respect, kindness, diversity

Links with the wider community

- Visitors are welcomed into our school
- The school support the work of a variety of charities, e.g. Willen Hospice, Children in Need, Comic Relief, Save the Children
- The development of strong home-school communication links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children
- Children are taught to appreciate and take responsibility for the school environment and their local environment
- Liaison with the local secondary school to support the enrichment of the primary curriculum e.g. Live Performances

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Termly audits of SMSC provision in the school – carried out by every teaching team (Early Years, Key Stage 1, Lower Key Stage 2 & Upper Key Stage 2)
- Regular discussions at staff and governors' meetings

Reviewed December 2019