



# Comberton Primary School

## SMSC policy

**Our Intent:** Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

### Our Values

Our core values, supported by the British Values of: <i>democracy; the rule of law; individual liberty; and the mutual respect and tolerance of those with different faiths and beliefs</i> , are:	
<b>Respect</b>	<i>for all members of the school community; for the beliefs and ideas of others and the environment we create.</i>
<b>Responsibility</b>	<i>for our own actions, our own learning, and our pursuit of excellence.</i>
<b>Tolerance</b>	<i>celebrating and understanding differences, and learning from each other.</i>
<b>Collaboration</b>	<i>working together with different people for a common goal.</i>
<b>Perseverance</b>	<i>never, ever giving up. To be the best we can be.</i>
<b>Determination</b>	<i>to do the right thing and wanting to succeed.</i>

This policy supports and reinforces the aims of Comberton Primary School, valuing all children equally and as individuals. In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school and also links in the work the school does on actively promoting British Values.

At Comberton, 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 therefore aim to provide an education that provides children with 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, the development of cultural capital and an appreciation of the diversity and richness of other cultures. This is embedded throughout all aspects of school life.

### Definitions

**Spiritual development** is the development of the elements of pupils that animates and sustains us. It is about the development of a sense of identity, belonging, self-worth, meaning and purpose and the ability to reflect.

**Moral development** is about the creation, largely by pupils, of a framework of values that regulates pupils' behaviour, and about pupils' understanding of society's shared and agreed values. It is about acquiring an understanding of right and wrong, and being able to apply this understanding within and outside school. Moral development also includes pupils' appreciation that different people hold different views on subjects, and being able to articulate their own opinions.

**Social development** is the development of pupils' ability to work effectively with each other in a school context, and participate constructively in the wider community. It concerns the acquisition of the skills and

qualities necessary to live and work together in modern Britain (linked to British values). It includes developing an understanding of society's institutions and pupils' roles as citizens of the UK and the world.

**Cultural development** (cultural capital) is the development of pupils' understanding and appreciation of their own and others' cultures, building in tolerance of those with different beliefs (linked to British Values). It promotes children who are knowledgeable about a wide range of culture and are comfortable discussing its value and merits. It includes being able to live in a rapidly changing global culture, increasingly influenced by developments in travel, technological and communication, and being able to cope with the impact of such changes.

### Aims

The aims of SMSC at Comberton primary are:

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide a broad and balanced curriculum of high quality, appropriate to the interests and aspirations of our pupils encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop cultural capital by exposing students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens.
- To provide pupils with a rounded education, including learning how to work and play together, understanding and respecting others' points of view, respecting and applying rules and understanding why these exist.
- To prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society.
- To encourage pupils to value themselves and their unique contributions to their own and others' lives, and in turn to value and celebrate others and their qualities and abilities.

### Delivery

SMSC is delivered through:

- The everyday teaching and learning that occurs daily within the school day.
- The provision of a broad and balanced curriculum.
- Extra-curricular clubs and activities.
- Non-class based opportunities, including trips, activities, workshops and assemblies.
- The school's established values, rules, procedures and behaviour management policies and strategies.

### Spiritual development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- 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 development

The moral development of pupils is shown by their:

- 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 development

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.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

### Cultural development

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.
- Understanding and appreciation of the range of different cultures within the 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.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Cross-curriculum teaching and learning**

In planning a broad and balanced curriculum, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHREC, RE and Circle Time activities.

Comberton's provision for SMSC learning opportunities outside of curriculum subjects permeates pupils' lives at Comberton.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- 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.

Our curriculum will 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.
- Take responsibility e.g. school council, sports crew, Eco committee, class monitors, register monitors
- Show appreciation of and respect for the work and performance of other children, regardless of ability.
- Hear music from different composers, cultures and genres.
- Meet people from different cultures and countries.
- Participate in a variety of different educational visits.
- Participate in live performances.
- Use assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and global events.
- Study literature and art from different writers, artists, cultures, genres and medium.
- Hear and see live performances by professional actors, dancers and musicians.
- Study the contributions to society that certain famous people have made.

### **Developing links with the wider community**

- Visitors are welcomed into our school (assemblies, workshops, class visits).
- Links with the local churches are fostered which includes holding services (Harvest, Easter, Christmas) and half-termly church led assemblies.
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures (Birmingham Synagogue, Hindu temple, Mosque, Worcester Cathedral).
- The school supports the work of a variety of charities (Children in Need, KEMP and Comic Relief)

- The development of a strong home-school partnership enabling parents and teachers to work in an effective partnership to support the children (parent workshops – cooking, DT, sewing, crafts, spelling, reading).
- Children will be taught to appreciate and take responsibility for their local environment (e.g. working with the 'Pick Up' artists)
- Liaison with local secondary schools to support the primary curriculum and ensure effective transition, takes place regularly.

**Monitoring and Evaluation**

SMSC provision is reviewed in the following ways:

- Monitoring of teaching and learning by the SMSC lead, headteacher and governors as part of our school development cycle.
- Discussions at staff and governors' meetings.
- Development of Religious Education, PSHREC and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice.

We continually listen to the views of our pupils and their parents/carers through our open door policy. The sharing of views is also sought through:

- Pupil Voice discussions.
- School Council representatives.
- Annual parents' questionnaire.
- Parents' evenings/meetings.

Signed by:

Chair of Raising Standards Committee: ..... Date: .....

Head teacher: ..... Date: .....

Agreed at the Raising Standards Committee Meeting on: .....