



# SMSC Policy

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v8.0



## **1. Rationale**

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by our staff and parents of our school and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain and the world beyond. It supports all areas of learning and can contribute to the child's motivation to learn and is also cross curricular and promotes the aims and principles of the policies for PSHE, RSE and Equalities Education. These policies all underpin the Curriculum model, ensuring the child is at the centre of all that we do. It is an expectation at BHA that all staff, in all subjects, can and should contribute to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection opportunities, pupil participation, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils regardless of colour, creed or faith representation. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children.

## **2. Principles**

At Primary School the promotion of pupils' spiritual, moral, social and cultural education is of paramount importance to our school and is considered to be a whole school issue. Education is not just about learning facts; it is nurturing a child's mind so that it is free to grow. We aim to provide a small, peaceful school where pupils will attain the highest level of morals and behaviour within an Islamic framework, guided by its principles and teachings abiding by the principles of tolerance, fairness and respect for others and other faiths and 'fundamental British Values of democracy, the rule of law, individual liberty and, mutual respect and tolerance of those with different faiths and beliefs' (Improving the SMSC Development of Pupils, DfE, Nov 2014). We aim for our students to leave our school as confident, upright citizens who recognise their own self-worth as well as respecting the rights of those around them. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values including: Moral Values, Islamic Values, Universal Values and British Values.

## **3. SMSC and Safeguarding**

SMSC development plays a vital role in keeping children safe. Through our SMSC provision, we help pupils to:

### **3.1 Recognise and Manage Risk**

- Understand healthy and unhealthy relationships
- Identify when they or others may be at risk
- Know how and where to seek help and support



- Develop critical thinking skills to assess situations and make safe choices

### **3.2 Build Resilience and Wellbeing**

- Develop emotional literacy and the ability to express feelings appropriately
- Build self-esteem and confidence
- Understand the importance of mental health and wellbeing
- Develop coping strategies for challenges and setbacks

### **3.3 Understand Rights and Responsibilities**

- Know their rights and the rights of others
- Understand consent and bodily autonomy
- Recognise exploitation and grooming behaviours
- Understand online safety and digital citizenship

Our SMSC teaching directly supports our safeguarding responsibilities under Keeping Children Safe in Education (KCSIE) and helps pupils develop the knowledge and skills to keep themselves and others safe.

All staff delivering SMSC content are trained to recognise safeguarding concerns and follow our safeguarding procedures. Any disclosures or concerns arising from SMSC discussions are handled in line with our Safeguarding and Child Protection Policy.

## **4. School Ethos**

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. All staff are expected to uphold the school ethos and the values it promotes.

The School vision is expressed as: 'To create a school of excellence where students develop their skills to become independent, lifelong learners, thinkers and leaders. We strive to ensure everyone feels valued and respected and our ethos brings together our children, community, staff and parents to provide a safe and nurturing environment for all. Our aspiration is to make every day a rewarding, creative and unique experience; inspired by our inclusive and welcoming Islamic faith, everyone is encouraged to grow intellectually, morally and spiritually.'

## **5. Spiritual Development**

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. At BHA the expression of Spiritual development is through the Islamic faith although there is much that is imparted through many other



spiritual and expressive means and arts and is therefore accessible to everyone including those of other faiths or beliefs.

### **5.1 The school will promote spiritual development through**

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, and literature.
- Making time for stillness and reflection which may lead to children coming to the threshold of prayer.
- Discussing and sharing expressions of the meaning of faith through a developing understanding of Islam.
- Exploring questions of belief and values with respect to Islam and faith in general, including other faiths.
- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

### **5.2 Aims for Spiritual Development**

- The ability to listen and be still
- To ability of reflection
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships
- The ability to reflect on Allah

### **5.3 Objectives for Spiritual Development**

- To develop the skill of being physically still, yet alert
- To develop the skill to use all ones' senses
- To develop an understanding of the world and beyond
- To know Allah and his creation
- To encourage times for quiet reflection throughout the school day and encourage self confidence

**How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school: Spiritual Development**



<b>Provision</b>	<b>How it is evidenced</b>
Religious Education curriculum	RE curriculum plans, include a multi-faith approach
Assemblies	Visiting places of worship
Opportunities for quiet reflection	Whole school assemblies and celebrations of values/star of the week.
Outdoor education	Outdoor learning
Whole school Values based themes	Residential visits
Collective Worship	Ramadhan and Eid celebrations Visits from faith groups Time to reflect upon learning and experiences

## **6. Moral Development**

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At BHA we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour. This relates to the child's developing understanding of what is "right", "wrong" and "fair". The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school. The Islamic word for good manners is 'akhlaq' which is actively promoted through formal and informal means and across the spectrum of the curriculum.

### **6.1 Moral development is concerned with:**

- Developing the child's sense of good manners / akhlaq.
- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realise that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary.
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Develop the skills necessary to explain their own behaviour.
- Value physical well-being, privacy, feelings, beliefs and rights of others.

### **6.2 The School will promote the moral development of the child by:**

- Accepting proper authority and doing as they are told



- Showing respect to all adults in school e.g. Teachers, Cafeteria Staff and Parent Helpers
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these
- Building up the self- esteem of the child
- Encouraging everyone within the school to behave in an acceptable way towards one another
- Training children in understanding the consequences of their actions

It is important that there is a consistency in the approach to this amongst the staff. Additional opportunities to promote moral development will be provided during Circle Time and the School Council as discrete, timetabled opportunities.

### **6.3 At our school our Moral Code is underpinned by belief in:**

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self-discipline
- Having respect for the morals and principles of those in wider British society

### **6.4 Aims for Moral Development**

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right & wrong and, to respect civil/criminal law in England
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually from a 'taught morality' to taking responsibility and ownership of their own moral decisions

### **6.5 Objectives for Moral Development**

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all



<b>How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school: Moral Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
School Behaviour Policy	Regular reviews of Behaviour Anti-bullying activities and Anti-bullying E-Safety teaching Whole school Assemblies and the explicit discussion of school values Circle times Child participation in a range of pupil groups: School Council, Charity appeals
Religious Education curriculum	
Pupil Voice	
Taking part in Charitable projects	

## **7. Social Development**

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in British and wider society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

### **7.1 Aims for Social Development**

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society
- To 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.

### **7.2 Objectives for Social Development**

- To share emotions such as love, joy, hope, anguish and fear
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, faith led services, festivals etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking



- To realise that every individual can do something well and have something to offer

<b>How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school: Social Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
PSHE Curriculum	Pupil Groups including: School Council, Subject Ambassadors Residential visits in year 6 Educational visits After school clubs Play leaders Class Buddies Participation in Charity support: Charity enterprise project, Participation in Sporting events
Working together in teams	
Pupil Voice	
Extra-curricular activities	
Outdoor Education	
PE curriculum	
Cross phase working	

## 8. Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others. Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions “Who am I” and “Where do I fit in?” We need to remember that cultures are dynamic and are constantly being re-shaped.

### 8.1 The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature, PSHE & Citizenship, Morality Education (Morals and Manners). Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- Visits to local venues, museums, arts venues and engagement in an array of sports.

We recognise that opportunities to nurture the cultural development of the child exist in all creative areas.



## 8.2 Aims for Cultural Development

- To develop a sense of belonging to pupils’ own culture and being proud of their cultural background
- To challenge opinions or behaviours in school that are contrary to British values
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the broadly common traditions of society, whilst perceiving in a positive light the contribution of other cultures, past and present

## 8.3 Objectives for Cultural Development

- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- To develop an awareness, recognition and appreciation of the Arts, i.e. Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

<b>How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school: Cultural Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
School Visits Participation in the Arts MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Opportunities to take part in school performances Visits from people of different cultures MFL teaching After school clubs Sports Day

## 9. General Aims for Spiritual, Moral, Social & Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society



- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and to respect and support participation in the democratic process
- To promote respect and consideration for differences in gender, race, religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast-changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions ways of life while challenging opinions or behaviours in school that are contrary to British values
- To help the pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence
- To promote good relationships between home, school and the local and wider communities
- To actively promote British values through the curriculum and associated linked policies i.e. British Values & Curriculum Cohesion Policy

## **10. Assessment**

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through discussion amongst staff. The formal curriculum has its own assessment systems and the respective elements of SMSC practice that relates to these formal curricula disciplines will be assessed within the framework of the discipline as set out in the assessment policy.