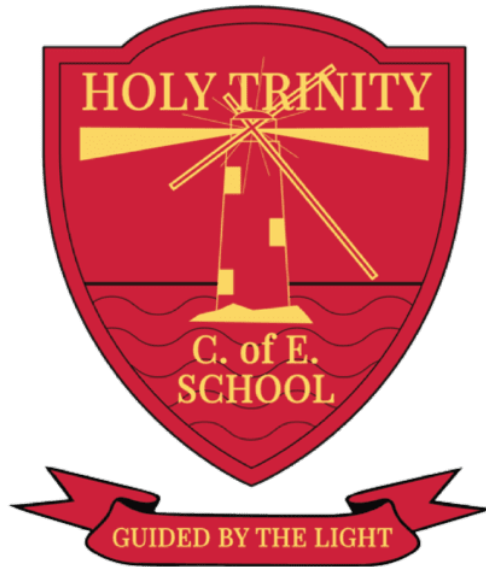


Holy Trinity

C. of E. Primary School



Spiritual, Moral, Social and Cultural (SMSC) Education Policy

Policy introduced in draft: June 2024 (to be ratified in July 2024)

The next scheduled review date for this policy is June 2026.

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1. Introduction:

At Holy Trinity CofE Primary School, we seek to grow enlightened, curious, responsible, confident learners with a respectful, loving and honest community. We do so by working in close, committed collaboration with our families, Diocese of Rochester, Aletheia Trust and beyond. Our school's theologically rooted Christian vision is born from the psalm,

'Your Word is a lamp to guide me and a light for my path,' Psalm 119:105

In essence, we are: Guided by the light of Christ in all we do; we enable all to flourish and live life in all its fullness. We celebrate our diversity; find strength in our differences, empower and encourage all to have a voice so we can 'shine as beacons of light and hope' wherever we go. Our school motto: *'Guided by the light,'* is displayed on our school badge and worn close to our heart as a constant guide for how we think and do.

Being Guided by our theologically rooted, Christian vision, and values, we are committed to providing an environment that:

- Enables children to learn and develop to their full potential – to flourish
- Ensures respect, forgiveness, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Ensures pupils develop self-discipline and take responsibility for their actions.

To facilitate and achieve this, we will provide a curriculum that:

- engages, excites is meaningful and rigorous
- stimulates questioning and challenge
- is aspirational, creative, flexible and responsive
- prioritises spiritual, moral, social, cultural intellectual and physical development
- educates citizens for today and beyond

We recognise the importance of the academic, personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equality Act (2010) and including global education themes.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Spirituality Policy
- RE Policy
- RSE Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy and Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

3. A whole-school approach to SMSC education

At Holy Trinity CofE Primary School, we believe that all stakeholders have a vital role to play in our children's development and that all should work together to ensure effective implementation and effectiveness of our policies. With regards to SMSC the roles and responsibilities are:

- The governing board ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.
- The Headteacher will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background.
- All staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions

Spiritual Development (please refer to Spirituality Policy:

<https://www.holytrinity-gravesend.kent.sch.uk/wp-content/uploads/2024/05/Holy-Trinity-AAT-Policy-Spiritual-development-in-schools.pdf>):

The Spiritual development of all our children is addressed through the Christian vision and values of our school. As a church school we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the

As a church school, our vision is for each child to love learning and to have hope, confidence, wisdom and respect for all 'Life in all its fullness' (John 10:10) celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings, and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Sustain their self-esteem in their learning experience.
- Experience moments of stillness, reflection, awe, and wonder.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.
- Develop their capacity for independent and critical thought.

Moral Development:

Moral development is about knowing what is right and wrong and acting on it accordingly. Moral

development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. This is embedded throughout the school community.

The school's moral development provision enables pupils to:

- Listen and respond sensitively to the views of others.
- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Recognise the unique value of each individual.
- Take initiative and act responsibly with consideration for others.
- Gain the confidence to cope with setbacks and learn from their mistakes.

- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.
- Make informed and independent judgements.
- Show respect for the environment.

Social Development:

Social development shows pupils working together effectively, relating well to adults and participating in the local community with an increasing awareness of personal responsibility for self-regulation.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including collaborating and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.
- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged

Cultural Development:

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

The school's cultural development provision enables pupils to:

- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting, and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The Headteacher works in collaboration with the SENDCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

4. Cross-curriculum teaching and learning

Although SMSC has particularly strong links to Religious Education, Citizenship, History and PSHE, at Holy Trinity CofE Primary School we recognise that SMSC education takes place across all areas of the curriculum. To this end, we have produced a document which shows how spiritual, moral, social and cultural developments are each embedded across each area of the curriculum and provides evidence of their inclusion; please see <https://www.holytrinity-gravesend.kent.sch.uk/wp-content/uploads/2024/06/SMSC-Curriculum-document.pdf>

In the wider life of the school:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources, for example the “Jigsaw” programme, weekly “Picture news”
- Providing a detailed long-term plan covering all aspects of SMSC and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex education. This plan is under constant review so that we can consider our rapidly changing world and learning opportunities which arise under this heading.
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education

in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution

- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

Teaching staff will use pedagogy of *Rosenshine*, and *Kagan* principles in classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity, and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

At Holy Trinity CofE Primary School, we use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing prefects, pupil voice, worship and eco-councils.
- Establishing monitoring roles for pupils, e.g. class monitors and librarians to allow pupils opportunities to develop and display leadership skills.
- Appointing lunchtime play leaders and sports ambassadors.
- Issuing pupil questionnaires to gather pupil opinions on decisions.
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking e.g. Young Leaders Programme.

We use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality, and behaviour.
- Setting and enforcing classroom and school rules.
- Teaching pupils about laws that are relevant to the school setting.
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family.
- Teaching pupils about the role of the monarchy and of previous monarchies.
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history.
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour and Anti-Bullying Policy.

We use a variety of different methods to help pupils develop an understanding of different faiths and beliefs, these included but are not limited to:

- Celebrating differences and similarities through cultural event days Chinese New Year, amongst others.
- Arranging trips to places of worship.
- Teaching about different beliefs and cultures - for example, Eid, Diwali,
- Exploring moral values through lessons, stories and within our collective worship.
- Arranging visits from various religious leaders.
- Providing our pupils with an enquiry based, challenging and engaging RE curriculum which promotes in-depth religious study and allows them to become religiously literate.

In line with our 'Essential Experiences' , we also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Hearing and seeing live performances by professional actors, dancers, and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in collective worship and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

5. Community links

At Holy Trinity CofE Primary School, we recognise that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities.
- Hosting school events to which community members are invited as participants or audience members.
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.
- Continuing to foster our close relationship with Holy Trinity CE Primary School and other local places of worship.

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

6. Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, 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.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.

- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

As a Church of England school, our teaching is largely based on that of Anglican belief. However, we will never discriminate against pupils or groups based on their beliefs, opinions or background and will actively seek to educate our pupils about the wide range of beliefs, faiths and practices that enhance our multi-cultural society to fully prepare them to be reflective, understanding, and tolerant members of community.

7. Monitoring and review

SMSC provision is *reviewed* on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

Extra support and guidance

In addition to the policy measures outlined in this document, a range of other support mechanisms are in place and information on these is shared with all leaders, managers, Governors, staff, volunteers, and other adults covered by this policy.

Monitored by: Full Governing Body

Date adopted: First Draft June 2024 (to be ratified in July 2024)

Next review: June 2026

Review Cycle: 2 yearly