



Four Oaks Primary School Spiritual, Moral, Social and Cultural (SMSC) Policy

This policy has been based on:

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils
- Promoting fundamental British Values through our Golden Values as part of SMSC in school

At Four Oaks Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils 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;
- an appreciation of the diversity and richness of different cultures.

SMSC adds to the effectiveness of the whole school experience, it assists in making the curriculum personal, relevant, stimulating, creative and fun. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

Guiding Principles:

- All curriculum areas have a contribution to make to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom codes of conduct reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas use illustrations and examples drawn from as wide a range of cultural contexts as appropriate. This is reflected in teacher's planning and purchasing decisions.

General Aims:

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.



- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Develop their imagination and creativity in their learning.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values, and responses to personal experiences.
- Develop their knowledge of, and respect for, different people's faiths, feelings and values
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider, and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- 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 and understand the consequences of their behaviour and actions
- Show respect for the environment and begin to discuss moral and ethical issues.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about supporting and developing the school and our wider community.
- Recognising the importance of fundamental British Values and our Golden Values in promoting social cohesion.

Cultural Development

As a school we aim to actively promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding and appreciation of the different cultures represented within our school.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Being willing to learn and respond to a range of cultural experiences including art, music, literature, sport etc.
- Develop an understanding of British Values and our Golden Values.



As a school we recognise the importance of these values because:

- Staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person, to enable them to become the best they can be.

SMSC can take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying and bereavement.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical thinking.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.
- Visit places of interest, review and handle objects, listen to experts: these provide opportunities for reflection.

British Values and Golden Values

We ensure that the fundamental British Values and our Golden Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, RE, PSHE and assemblies provide opportunities to deepen and develop understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

SMSC will help encourage children to develop their understanding of our Golden Values, the fundamental British values of democracy, rule of law in England, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Precluding the teaching of partisan political views, Four Oaks Primary encourages pupils to participate in debate and discussion, particularly during lesson time or enrichment activities/visits. Staff facilitate these conversations and respond professionally, in an unbiased manner to sensitive issues, particularly those of a political or religious nature.



Throughout such discussions and activities, in line with the Government's Prevent strategy and the Education Act 1996 (section 406), staff:

- Encourage pupils to respect specified fundamental British values and our Golden Values.
- Do not promote extremist views, or partisan political views, through their curriculum and/or teaching
- Offer pupils a balanced presentation of views when political issues are brought to their attention.

Staff are aware of the need to remain neutral when presenting facts and do not promote any particular viewpoints. Pupils will not be actively encouraged by teachers or others to support particular political viewpoints.

Visiting Speakers are welcome to enrich a curriculum area. Particular care will be taken to check that the views they hold are consistent with school aims and values whilst reviewing the benefits to SMSC and promotion of British Values and our Golden Values. The content and style of delivery must also be agreed beforehand. Headteacher or her representatives' approval is sought for extra-curricular activities and when distributing material through the school, to ensure values are upheld.

Personal development is also enriched through a wide range of additional curriculum opportunities. We will also seek to offer extra-curricular activities (including breakfast and after-school clubs) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

External providers may be used to offer enrichment sessions (held during, before or after the school day). Prior to this a due diligence process is followed. All staff participating in clubs adhere to safeguarding protocols, uphold our Four Oaks Primary values and adhere to statutory requirements.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Pupil voice will be prompted (e.g. through a school council) and shared with stakeholders.

Cultural Capital

At Four Oaks Primary School we believe Cultural capital gives pupils the desire to aspire and achieve social mobility whatever their starting point. We recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

Monitoring and Review

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

- Staff following the principles stated in this policy.
- Twice-yearly pupil voice sessions. Accessibility and engagement are interrogated throughout the discussion with strengths, areas for development and matters arising identified.
- The SMSC Lead collecting termly SMSC evidence to ensure that SMSC principles are being followed consistently in each year group.

Date: Spring 2025