

John Perry Primary School



SMSC Policy

October 2017
Ratified by FGB Autumn 2017
Review Date October 2018

Introduction

The Government defines British Values as the values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for those of different faiths and beliefs

As a school we understand the importance of these values but do not believe that these values will be assumed just because we demand it. Instead we aim to encourage children to discuss their view points, and then understand and challenge them always in a respectful manner. This will be implemented by the study of SMSC (Spiritual, Moral, Social and Culture Education).

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At John Perry Primary School, we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

Aims of SMSC

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of drama, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

Definitions

John Perry uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual: We will encourage children to explore themselves and their beliefs, experiences and surroundings, whilst respecting the faiths, feelings and values of others. We will promote a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. We will acknowledge and praise the use of imagination and creativity in their learning and willingness to reflect on their experiences.

What it looks like in the classroom (*see Appendix 1 for more details*):

- Children to reflect on their own needs, beliefs, religion and interests whilst being respectful to the views, faiths, feelings and values of others.

Moral: We will encourage children to recognise the law and what is right and wrong, understanding the consequences and exploring moral and ethical issues.

What it looks like in the classroom:

- Children to recognise the difference between right and wrong in their own lives, in the school environment and the wider society and to respect these laws and rules which society abides by.

Social: We will encourage children to use a range of social skills in order to respect and engage with others, irrespective of religion, belief, socioeconomic background or viewpoint in order to become active and cooperative members of the school and greater community. We will provide guidance to resolve conflicts effectively.

What it looks like in the classroom:

- Social interaction within the classroom, freedom to give their view. Praise and acknowledgements for achievement in and out of school.

Cultural: Children will be encourage to embrace cultural differences and participate in cultural opportunities in order to accept, respect and celebrate the diverseness of Britain.

What it looks like in the classrooms:

- Varied cross curricular lessons or stories that focus on different cultures and traditions
- A rich RE curriculum that looks at different beliefs and cultures that allows for discussions to explore differences and similarities

The expectation is not for every lesson to involve all of the above but to try and have at least one element present at some stage during the lessons.

Appendix 1 – Checklist

Element	Definition	Evidence
Spiritual	<p>Children given the opportunity to express their own point of view.</p> <p>Willingness to reflect on own experiences.</p> <p>Children develop a sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Discussions</p> <p>Debates</p> <p>Talking partners</p> <p>RE and PSHE lessons</p> <p>Science and Humanities lessons</p> <p>Educational visits feedback forms</p> <p>Express their feelings through different media (Art, Dance, Drama)</p>
Moral	<p>Children given the opportunity to discuss and explore right and wrong.</p> <p>They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others.</p>	<p>PSHE/circle time activities</p> <p>Word of the Week Assemblies</p> <p>Develop a respect for truth and also understanding the misuse of data (Maths, Science, English, Geography, History, PE)</p> <p>Stay on Green</p> <p>Moral dilemmas</p> <p>Votes</p>
Social	<p>Children given the opportunity to share their achievements, taking turns and listening to one another.</p> <p>Children understand the importance and rules and adhere to them.</p>	<p>Stay on Green</p> <p>Celebration Assembly</p> <p>Manners shown to others, not just to adults.</p> <p>Altruistic activities in and out of school.</p> <p>Team work/collaborative learning and social interaction.</p> <p>School and classroom rules adhered to.</p> <p>Write formal letters to 'important' people (English, History, Geography, PE, Science)</p>
Cultural	<p>Children to embrace cultural similarities and differences.</p> <p>Children to have the freedom to talk about their background, beliefs and opinions.</p>	<p>Circle time/lessons involving the explanation of different religions, dress, art, music.</p> <p>Lessons that acknowledge that there are other points of view.</p>

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