SMSC Policy

Reviewed September 2021

At Verwood C of E First School & Nursery, we want our pupils to be successful, confident learners and responsible citizens. We recognise the importance of both the academic and 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. We embrace Christian values and ensure all children are ready for their next steps.

Aims and objectives

At Verwood Church of England First School and nursery, we want our pupils to be successful, confident learners and responsible citizens. SMSC and British Values are fundamental to the building blocks and ethos that make up our curriculum. British Values are promoted through SMSC and embedded into the school curriculum.

At Verwood CE First School and Nursery we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. The curriculum provides a wide range of creative, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own viewpoints. We use the HeartSmart materials across school and closely link SMSC with our PSHE scheme of work. The programme is designed to support children to build resilience, emotional intelligence and active empathy,

Spiritual Development

Definition
Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Our learning environment and curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder when learning about themselves, others and the world (scientific investigations, new life, the global landscape). Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, 'R' values – being reflective)
- Use imagination and creativity in learning
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Reflect on beliefs that inform their perspective on life and their respect for different faiths and values. Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Reflect on their experiences

Moral Development

Definition
Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Our learning environment and curriculum opportunities enable pupils to:

- recognise the difference between right and wrong - clear and consistent rewards and sanctions that children understand and believe to be fair
- Investigate and offer views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues
- understand boundaries and the consequences of their behaviour and actions - discussing the choices made by themselves and others and the resulting outcomes (character studies, studies of historical figures).
- Develop the acceptance of other people, understanding the importance of identifying and combatting discrimination

Social Development

Definition
Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our learning environment and curriculum opportunities enable pupils to:

- co-operate well with others and be able to resolve conflicts effectively
- use a range of social skills in different contexts (pair and small group work within the classroom)
- participate in community and social settings (WAT academy schools, school council, sporting activities)
- know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.

Cultural Development

Definition
Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Our learning environment and curriculum opportunities enable pupils to:

- understand and appreciate the range of different cultures within school and further afield
- have an awareness of Britain's democratic parliamentary system and its role in shaping British history and developing Britain.
- participate in and respond positively to artistic, musical, sporting and cultural opportunities (first hand experiences through local visits, art and artists)

- Explore and show respect for different faiths, religious, ethnic and national and global communities (stories from different cultures/ visitors from the local and international community/studies of a different lifestyle including different food, dress, festivals and places of worship.).

Links with the Wider Community
- Visitors are welcomed into our school
- Links with the local churches are fostered
- The school supports the work of a variety of charities
- The development of a strong home-school agreement is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the children
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with local schools to support the primary curriculum and effective transition, takes place regularly

Extending the range of pupils' opportunities to exercise responsibility and initiative

- Positions of responsibility and exercising leadership including the school council, monitors, Eco representatives, Fruits of the Spirit Play Leaders
- Community events, Christmas and Summer Fairs
- Planning for festival services held at church
- Participation in sports tournaments with other local school

Monitoring and review

The leadership responsibilities of SMSC

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC.
- Engage in dialogue with the children about different elements of SMSC and uses this to inform future planning.
- recognise the importance of our collective worship programme in supporting and encouraging SMSC development
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's learning and to observe elements of SMSC across the school.
- The completion of the SMSC audit so SMSC & BV opportunities are documented and reflected upon
- Review the effectiveness and impact of our policy and practice as part of our cycle of school development.

How SMSC promotes the fundamental British values of democracy, the rule of law, individual liberty and tolerance and respect

SMSC - Spiritual	
Reflect on beliefs that inform their perspective on life and their respect for different faiths and values. Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)	Democracy Individual Liberty Tolerance & Respect
Be curious and to express feelings of delight and wonder when learning about themselves, others and the world (scientific investigations, new life, the global landscape). Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, 'R' values – being reflective).	Individual Liberty
Use imagination and creativity in learning	Individual Liberty
Reflect on their experiences	Democracy Individual Liberty
Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)	Tolerance & Respect

SMSC - Moral	
Recognise the difference between right and wrong - clear and consistent rewards and sanctions that children understand and believe to be fair	Democracy Rule of Law Individual Liberty Tolerance & Respect
Investigate and offer views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues	Democracy Individual Liberty Tolerance & Respect
Understand boundaries and the consequences of their behaviour and actions - discussing the choices made by themselves and others and the resulting outcomes (character studies, studies of historical figures).	Rule of Law Individual Liberty Tolerance & Respect

Develop the acceptance of other people, understanding the importance of identifying and combatting discrimination	Rule of Law Individual Liberty Tolerance & Respect

SMSC - Social

Co-operate well with others and be able to resolve conflicts effectively	Democracy Rule of Law Tolerance & Respect
Use a range of social skills in different contexts (pair and small group work within the classroom)	Democracy Individual Liberty Tolerance & Respect
Participate in community and social settings (WAT academy schools, school council, sporting activities)	Tolerance & Respect
know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety	Rule of Law

SMSC - Cultural

Understand and appreciate the range of different cultures within school and further afield	Rule of Law Tolerance & Respect
Have an awareness of Britain's democratic parliamentary system and its role in shaping British history and developing Britain.	Democracy Rule of Law
Participate in and respond positively to artistic, musical, sporting and cultural opportunities (first hand experiences through local visits, art and artists)	Individual Liberty Tolerance & Respect
Explore and show respect for different faiths, religious, ethnic and national and global communities (stories from different cultures/ visitors from the local and international community/studies of a different lifestyle including different food, dress, festivals and places of worship.).	Individual Liberty Tolerance & Respect

This policy should be read in conjunction with the following documents:

Behaviour Policy

Anti-bullying policy

Inclusion Policy

Religious Education Policy

PSHE, RSE & Health Education Policy