



SMSC Policy

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BRIGG PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

At Brigg 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 - both online and in real life situations,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of other cultures
- and an awareness of the environment and the wider world around them.

Our teaching and learning practise aims to enable children to explore their own spiritual, moral, social and cultural beliefs in the following ways:

Spiritual Development

- explore their beliefs, religious or otherwise, which inform **their perspective on life & facilitate their interest in and respect for different people's feelings & values**
- discover a sense of **enjoyment and fascination** in learning about **themselves, others** and the **world around them**, including the intangible
- develop the use of **imagination and creativity** in their learning
- demonstrate a willingness to **reflect** on their **experiences**

Moral Development

- develop an ability to **recognise** the difference between **right** and **wrong**, and a readiness to **apply** this understanding **in their own lives**
- develop and nurture an understanding of the **consequences of their actions**
- cultivate an **interest in investigating**, and offering **reasoned** views about, **moral and ethical issues**

Social Development

- explore the **use** of a range of **social skills** in **different contexts**, including **working and socialising** with pupils from **different religious, ethnic and socio-economic backgrounds**
- demonstrate a **willingness to participate** in a **variety of social settings**, **cooperating well with others** and being able to **resolve conflicts** effectively
- develop and nurture an **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels
- develop an understanding and **awareness** of the wider world and **environmental issues** affecting society today

Cultural

- show an understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**
- demonstrate a **willingness to participate** in, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural **opportunities**
- develop and nurture an interest in **exploring**, understanding, and **respecting cultural diversity** and demonstrating the extent to which they **understand, accept, respect and celebrate diversity**, as shown by their **attitudes** towards **different religious, ethnic and socio-economic** groups in the **local, national and global communities**

Guidelines

All curriculum areas have a contribution to make to the 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 rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

The key features of SMSC at Brigg Primary School:

- Pre/after school clubs where children take part in a range of extended learning activities
- A range of diverse and engaging assemblies where all aspects of SMSC are explored and discussed; visitors to school bring fresh knowledge and also careers input
- Charity support where children are encouraged to donate, take part in activities and understand the work of specific charities
- Themed days/weeks where other cultures and societies are appreciated and investigated
- Library celebration of diversity
- Trips/excursions and experiences to widen the outlook of children and raise aspirations
- School council involvement in areas of decision making for our school, ensuring effective use of pupil voice
- A PSHE 'golden thread' that runs through the entire curriculum and seeks to maximise opportunities for children to explore and generate understanding of all areas of their personal, social and health education
- Links with the wider community through themed events at specific times of the year e.g. Christmas, Remembrance and also through regular opportunities in the curriculum

- Competitions of a sporting and artistic nature both in the local and further reaching communities
- Close links with the local secondary schools to enhance the transition for upper KS2 pupils
- A comprehensive programme of nurture activities for designated children who need additional support to develop coping strategies, delivered by a highly trained pastoral team overseen by the Learning Mentor
- SEAL buddies who receive training to provide play and friendship support at break times
- Use of restorative practice by all staff members to help in the resolving of conflict situations between friendship groups
- Use of up to date class assembly resources to provoke discussion around recent issues in the media tailored to each key stage
- Use of dedicated extremism and radicalisation resources from KS1-KS2 to promote understanding and tolerance.