# Horniman Primary School

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



| This policy was agreed by the governing body on: (and supersedes all previous policies relating to this area) | |
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| Signed: | **Chair of Governors** |
| Implemented: | May 2021 |
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# Spiritual, Moral, Social and Cultural Policy (SMSC)

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## 1. Our Vision and Ethos

*To nurture and guide the whole child to be happy, independent learners, with the confidence to achieve their maximum potential, the resilience to embrace challenges and have respect for each other and the world around them*

We believe that children should participate in all lessons and be taught a broad and balanced curriculum that values diversity and reflects our community, equipping them with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

We recognise that the personal development of children: spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore provide children 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 the cultures in the United Kingdom and the wider world.

By actively promoting these values, we will challenge opinions or behaviours in school that are contrary to fundamental British values.

Our school ethos is based around '**five keys to success'** which are important for opening up opportunities for learning, working together, and building strong life skills that help ensure a bright future for all of our children through their own personal development.

Our '5 Keys for Success' are:
- Getting along
- Organisation
- Persistence
- Confidence
- Resilience

## 2. Aims and objectives

- To ensure that all children have a voice, that is listened to via the democratic process of our Pupil Parliament
- To ensure a consistent approach to the development of SMSC understanding throughout 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 give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable children to develop an understanding of their individual and group identify

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

# 3. How we define SMSC

### Spiritual Development
Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.
- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

### Moral Development
Moral development is largely about choices, behaviour and how you live your life. It is also about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.
- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

### Social Development
Social development involves children 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. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts through restorative meetings
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

### Cultural Development
Cultural development enables children to develop an understanding of their own culture and of other cultures locally, nationally and internationally, supporting them to value a variety of cultures and cultural diversity. It also means experiencing a range of cultural activities (for example 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.

- Reflect on important questions of meaning and identity
- Explore the relationship between human beings and the environment
- Extend knowledge and use of cultural imagery and language

- Reflect on special events in life and how they are celebrated
- Recognise and nurture particular gifts and talents: literature, drama, music, art, crafts and other cultural events
- Extend cultural awareness: theatre, museum and gallery visits

# 3. Curriculum

**Teaching and Organisation:**
SMSC is not taught as a discrete subject but is developed across all curriculum areas, within activities that encourage learners 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. SMSC education has many links across the curriculum and subject leaders will promote these links within their subjects (Appendix 1). The provision of SMSC will allow learners to:
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g., bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others needs and behaviour
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally – E.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc
- 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

**SMSC is also delivered through:**

**Relationships, Sex and Health Education Lessons**
Weekly RSHE lessons focus on the themes health and wellbeing and relationships (see RHSE policy). The curriculum is adapted to suit the needs and experiences of our children so that they are well-equipped to become citizens who play a positive role within our society. We use You, Me, PHSE (Islington scheme of work) and Teaching RSE with confidence in Primary Schools (Christopher Winter Project). The children learn to develop confidence in sharing their thoughts and opinions with others, develop skills and attributes to keep themselves healthy and safe, show tolerance of others' beliefs, religions and life choices and build positive mutually respectful relationships with other people.

**Assemblies**
At Horniman, assemblies take many forms including whole school assemblies, class assemblies, assemblies taken by local representatives of religious groups or charities. The headteachers' weekly assemblies focus on subjects such as the school's aims, vision and rights and responsibilities. New subjects and ideas are introduced and followed up in class assembly sessions. Through assembles we promote our '5 Keys to Success', reflect diversity in our community and model inclusivity. Assemblies are also used as a platform to present children's work and celebrate their achievements.

**Pupil Voice**
The term 'Pupil Voice' describes how children give their input to what happens within the school and classroom. Our desire is for children to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work, from children participating in small group classroom conversations to children establishing procedures, events and contributing to the overarching ethos of the school through the Pupil Parliament.

Horniman's Pupil Parliament is made up of 5 committees:
- Behaviour, Mental Health and Well-being
- Teaching and Learning
- The Arts
- Eco Council
- Diversity

Children nominate themselves for a committee and complete an application. Each committee is selected to ensure that there is a representation of the school community.
Regular class meetings are held to gather opinions and to feedback on committee decisions. Each committee decides on a few projects to work on each year to improve the school.

**Mindfulness**
Mindfulness is the practice of being in control of your mind, rather than your mind controlling you. For a child, mindfulness is a critical life skill that will aid them in developing self-control, awareness, acceptance and even achieving academic success. Mindfulness sessions take place in the classroom and are led by the class teacher. Each class has a daily 5 minutes mindfulness session straight after lunch and some classes may plan longer sessions at other times during the week.

**Philosophy**
Philosophical enquiry develops speaking and listening skills, vital for literacy and emotional development. It also encourages critical and creative thinking.
All classes from Year 2 to 6 benefit from half a term of Philosophy lessons. The sessions are an hour long weekly philosophical enquiry sessions led by a trained and accredited philosophy teacher with the class teacher present. The sessions may be aligned to the curriculum or topics being studied in class, or they might follow a philosophy curriculum.

**Circle Time**
Circle Time is a democratic and creative approach used to support classes in managing issues that affect them, e.g., playground disputes, and promoting healthy relationships. The sessions consist of weekly meetings lasting 20-30 minutes where children sit in a circle and engage in circle time games and other circle time activities. Circle Time provides valuable opportunities for children to practice speaking and listening, social, turn-taking and team-building skills.

**Zones of Regulation**
The Zones of Regulation is a curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, social skills, self-care and overall wellbeing. This curriculum provides a way to think and talk about how we feel on the inside and sort these feelings into four coloured zones, all of which are expected in life. Once children understand their feelings and zones, they can learn to use the tools and strategies to manage their different zones in order to meet goals like completing school work well or other tasks, managing big feelings, and healthy relationships with others.

**Cultural Offer**
At Horniman, we want all children to experience a breath of memorable cultural experiences. We have devised a cultural experience passport that outline the cultural offer children will receive at Horniman. We work in partnership with Arts organisations such as LSO, Southbank and Trinity Laban. Children attend activities such as watching a theatre performance, visiting an art gallery, listening to live music as well as taking part in workshops led by professional artists such as Shakespeare in Schools, Peoplescape Theatre or LSO.

**OPAL play**
Play is an important part of school life. We believe all children should have high quality play every day to help improve their mental health, fitness and wellbeing. We are becoming an OPAL school and working to develop the play offer at Horniman through staff training, improvements to grounds and equipment and a change in the play culture.

**Enterprise Day**
Enterprise days promote enterprise in children and are scheduled into the school year. Enterprise Days take children off their normal timetable where they spend a day on an enterprise project to develop the skills of confidence, creativity, communication, leadership, teamwork, resilience and initiative. Previous projects have included designing a Christmas ornament and creating a healthy salad. Children are organised in small teams over two partner classes and compete to win a prize at the end of the day. The day is split into different elements and children are guided through each step.

**Fundamental British Values**
We ensure that the fundamental British values are strongly embedded and promoted through our whole school ethos, our development of SMSC, our PSHE curriculum and through everyday aspects of school life. The Fundamental British values comprise of:
- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

# 5. Equality Act 2010

The Equality Act 2010 protects children, young people and adults against discrimination or unfair treatment on the basis of certain personal characteristics. The protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

**Equality and diversity**
Teaching takes into account the ability, age, readiness and cultural backgrounds of our children and level of English as an additional language to ensure that all can fully access SMSC education and provision. SMSC follows the Equal Opportunities Policy of the school.

# 6. Roles and Responsibilities

**The Governing Body**
- The governing body approve the SMSC policy, and hold the headteacher to account for its implementation.

**The Headteacher**
- The headteacher is responsible for ensuring that SMSC is taught consistency across the school.

**Staff**
Staff are responsible for:
- Delivering SMSC education in a sensitive way
- Modelling positive attitudes to SMSC education
- Responding to the needs of individual children
- Monitoring progress

**Children**
- Children are expected to fully engage in SMSC education and when discussing issues, treat others with respect and sensitivity.

**Parents/carers**
- Parents and carers share the responsibility of promoting SMSC education and upholding the school ethos.

# 7.Training

Staff are trained on the delivery of SMSC as part of the school's continuing professional development calendar. We also invite visitors from outside the school such as faith leaders and charities, such as NSPCC to provide support and training for staff. Teachers are taught how to:
- Manage conversations so all voices are heard
- Facilitate difficult conversations
- Respond respectfully to different opinions
- Correct and model appropriate terminology

# 8. Monitoring and review

The delivery of SMSC is monitored by the Well-being Leads and/or the Senior Leadership Team through:
- Speaking to the children about different elements of SMSC
- Learning walks to observe elements of SMSC across the school.
- Looking at children's work
- regular discussions with staff and governors

This policy will be approved by the Learning and Achievement Committee every 2 years.

## 9. Links to other policies

- RE policy
- RSHE policy
- Online safety
- Behaviour policy
- Safeguarding and Child Protection policy
- Anti-Bullying policy
- Equality and Diversity Policy

**Appendix 1.**

# Mapping for Spiritual, Moral, Social and Cultural (SMSC)

*The lists below are not exhaustive, but do give a flavour of how we develop SMSC across our curriculum.*

| | We promote spiritual development by | We promote moral development by | We promote social development by | We promote cultural development by |
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| **English** | Responses to Literature – questions such as 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' Appreciation of the beauty of language. Recognition of how others' beliefs and experiences have shaped the course of Literature. | Exploring stimuli for thinking about the consequences of right and wrong behaviour. Students speculating and applying their own learning to their own lives. When they do this, they are developing their speaking, listening and higher order thinking skills. Considering different perspectives. | Supporting conceptual and language development through an understanding of the debates about social issues. Promoting opportunities for talk and collaboration in a range of setting. | Understanding and acknowledging different cultures through a range of Literary works. |
| **Maths** | Consider pattern, order symmetry and scale both human-made and in the natural world. Appreciate pattern and symmetry in Islamic Art. | Engaging children playfully, for example in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on data that has moral and ethical implications; for example, students might consider the difference in amounts of money spent on non-essentials and on aid/water. | Sharing resources in the classroom, the negotiating of responses and group problem-solving. Analysing social data e.g., on health care, poverty, bullying. | Asking questions about the history of maths: for example, 'What did the Egyptians, Greeks and Indians discover that we still use in maths today?" |
| **Science** | Creating opportunities for students to ask questions about how living things rely on and contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed. | By offering children the opportunity to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to speculate about how science can be used for both good and ill. | Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimensions of scientific advances e.g., environmental concerns, medical advances, energy processes. | Asking questions about the way in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions. |
| **Art** | Providing plenty of rich opportunities for children both to explore the spiritual dimension and natural phenomena. Exploring different artists' interpretation of a key figure or event and asking what the artist was trying to convey. Allowing students to show what they know through their own expression of big ideas about life e.g., morality, ethical issues. | Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture from around the world. Responses to and use of visual images to evoke a range of emotions. | Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g., in advertising, in representing particular groups of people. | Exploring a wide range of creative media from around the world. Reflecting on the cultural significance of well-known pieces of art. Developing aesthetic and critical awareness. |

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| **Computing** | Wondering at the power of the digital age e.g., the use of the internet. Understanding the advantages and limitations of ICT and how technology is advancing. Look at the us of digital tools such as AI and its impact on lifestyles | Exploring the moral issues surrounding the use of data. Considering the benefits and potential dangers of the internet when accessed at home and at school– e.g., campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Preparing children to become responsible users of the internet and know what to do if they see something uncomfortable | Links through digital media services with other schools and communities. Highlighting ways to stay safe when using online services and social media. Being prepared to work with technology to forge new relationships. Discussing the impact of ICT on the ways people communicate. | Exploring human achievements and creativity in relation to worldwide communications. Developing a sense of awe and wonder at human ingenuity. |
| **Design Technology** | Enjoying and celebrating personal creativity. Reviewing and evaluating created things. | Raising questions about the effect of technological change on human life and the world around them. | Exploring dilemmas that individuals may face and developing practical solutions to these problems. Explore designs briefs that meet different needs and how this can make products more inclusive. | Considering cultural influences on design. Asking questions about functionality vs aesthetics. |
| **Modern Foreign Language** | Exploring the beauty of another language. By exploring the way in which the language is constructed, has evolved and its link with English. | Helping children to have an accurate and truthful understanding of another culture. | Learning the skill of communicating in different ways. Exploring different social conventions e.g., forms of address. | Appreciating the language and customs of others. Exploring the literature and culture of other countries. Taking parts in visits or other cultural occasions. |
| **Geography** | Using maps, photographs, videos and other resources and asking children to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is. | Considering how people treat the environment: posing questions such as, 'How are we changing our surroundings?' 'Are somethings for the better of for the worse?' 'Who benefits and who suffers?' What should be our personal response to these? Who should look after our environment?' | Encouraging respect for their local area and how they can look after it. Considering social responsibility e.g., care for the environment, impact on traffic on the local area, tourism. | Exploring cultures that have had and still have an impact on the local area. Looking at diversity in the local and wider area, e.g., Windrush generation. |
| **Music** | Allowing children to show their curiosity and delight in creating their own sounds. Making links between their learning in other curriculum areas with music being played as background. Considering how music makes one feel and can makes one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for an occasion. | Exploring how music can convey human emotions such as sadness, joy, anger. Appreciating the self-discipline required to learn a musical instrument. Exploring the moral message in liberation songs and in lyric writing using moral tales as starting stimulus. | Exploring how an orchestra works together. Discussing what would happen if musicians in band/group didn't cooperate. Appreciating how music is used in different ways in different settings e.g., for pleasure, for worship, to help people relax. Engaging with the local community through music projects. Explore the many musicians that were born with hearing loss, or acquired hearing loss, .e.g., Evelynn Glennie | Giving all children an opportunity to learn a musical instrument and take part in regular singing. Encouraging children to listen and respond to traditions from around the world. Appreciating musical expression, from all different times and places. Learning to recognise music from other cultures. |

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| **History** | Considering how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them. | Exploring the results of moral decisions in the past. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice? Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if…?' 'What would have turned a tragedy into a triumph?' | Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past; for example, what might children say about the rights of children in Victorian times? Is it important society looks after young children? Are there still people who don't get a fair deal? Encouraging students to talk to their parents and grandparents; for example, when learning about WW2. | Exploring local history and under-researched history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Celebration of significant national events e.g. Remembrance Day. |
| **PE** | Delighting in movement, particularly when students are able to show spontaneity. Taking part in activities such as dance, gymnastics which help students feel focused, connected and creative. Being aware of one's own strengths and limitations. | Developing the Olympic values of: Self-respect Perseverance Honesty Teamwork Passion Developing positive sporting behaviour. | Developing a sense of belonging and self-esteem through team-work. Developing a sense of community through taking part in inter-school sporting events. | Learning about the history of sport, and where sports originate from making links with national and global sporting events such as the World cup and Olympic games. Exploring rituals surrounding sporting activities. |
| **RSHE** | Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience and inner strength. | Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. | Engaging in the democratic process for electing members for the Pupil Parliament and taking part in the process of contributing to school decision-making. Creating opportunities for children to exercise leadership and responsibility- Pupil Parliament, Peer Mentors etc. | Exploring how different cultures can offer great insights into how we lead our lives. |
| **RE** | Experience awe and wonder as we reflect on attitudes to life, living things and the world. Understand that whilst some people believe the world was a happy accident, people of many faiths believe a creator God designed the world. | Through exploring different faiths, understand our moral obligation to care for the environment and other people. | Explore how different faiths support their community and the community around them, e.g. food banks at churches, Sikh temples feeding the poor. | Explore the cultures of religions around the world. Look at different places of worship and different traditions. |