

Epsom Primary and Nursery School

SOCIAL, MORAL, SPIRITUAL AND CULTURAL (SMSC) POLICY

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Signed.....	Date.....		

Introduction

At Epsom Primary School, we recognize that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness and high standards of personal behaviour. We encourage a caring attitude towards other people; an understanding of British Values and its social and cultural traditions as well as an appreciation of the diversity and richness of other cultures.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection.

General aims:

All curriculum areas have a contribution to the child's SMSC development and opportunities for this will be planned in each area of the curriculum particularly in RE, PSHE and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

Pupils will 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.

Everyone connected with the school will be aware of our values and principles overarched by our school ethos. This gives a sense of equal opportunities for all children regardless of their background, culture, gender, ability or disability, other faiths and non-faith backgrounds.

SMSC will be consistently approached through the whole curriculum and the general life of the school.

The education the children will experience will be set within a meaningful context appropriate to their age, aptitude and background.

Children will have the opportunity to:

- Share their achievements and successes with others.
- Talk about their personal experiences and feelings.
- Express and clarify their own ideas.
- Speak about the different events appropriate to their age.
- Learn about families and the relationships within.
- Consider the needs and behaviour of others.

- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop skills and attitudes that enable them to develop socially, morally, spiritually and culturally e.g. empathy, respect and sensitivity.
- Children will listen and talk to each other in all areas of the curriculum and beyond.
- Learn to understand that we are all different and this should be celebrated.
- Learn to agree and disagree.
- Experience good role models.
- Learn to take turns and share equipment.
- Learn to work and play cooperatively and collaboratively.

Spiritual development:

Children will:

- Develop and sustain self-esteem.
- Develop the early skills of critical thinking and independent thought.
- Experience moments of stillness and reflection.
- Discuss their feelings and responses to their experiences.
- Form and maintain worthwhile friendships.
- Begin to be able to reflect upon the wonders and mysteries of life.

Moral development:

Children will:

- Recognise the uniqueness of each individual.
- Listen and respond appropriately to the views of others, taking views and thoughts from the world around us and religion.
- Begin to gain confidence to cope with setbacks and learn from mistakes.
- Show consideration of others.
- Know right from wrong.
- Show respect for the environment.
- Show respect for all living things.

Social development:

Children will:

- Begin to develop a sense of Britishness, its identity and of the groups around them.
- Help others in the local and wider community.
- Learn that all people have the right to be treated equally regardless of who they are, where they have come from and what they do.
- Begin to understand the need for social justice and show concern for the disadvantaged.

Cultural development:

Children will:

- Explore and promote British values of democracy, rule of law, individual liberty, mutual respect, and tolerance of others.
- Begin to recognise and value richness of our diverse society and how these influence individuals and society.
- Have the opportunity to engage in activities which support cultural awareness.
- Recognise Christianity and other faiths as worldwide faiths.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC takes 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.

The use of the 6Rs-Reflective, Resourceful, Resilient, Reasoning, Respectful and Risktaker - permeates all areas of learning and supports the needs of our children in relation to their social, moral, spiritual, cultural and emotional development.

All curriculum areas should seek to draw on examples from as wide a range of cultural contexts as possible.

SMSC will be included in daily assemblies as outlined below:

Monday (Whole school – 2:45-3:10pm)	Reflection time.
Tuesday (Singing assembly)	Practice songs, cultural music reflection.
Wednesday (Celebration assembly)	Celebrate a wide range of children's achievements both inside and outside of school.
Thursday (Phase assembly)	Discuss theme of the half term/week.
Friday (Whole school 2:45 – 3:10pm)	Class assemblies.

School assemblies, 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, death etc.
- 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 awareness

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.
- Create lessons/activities that create 'awe and wonder'
- Plan lessons which use the wider environment

Practical activities at Epsom Primary School which help to develop SMSC:

- Have many opportunities to engage in enrichment activities such as e.g. cookery, street dance, pottery etc led by specialist teachers, ensuring equality of opportunity within school.
- Learn about the contributions to society that people famous and not famous have made e.g. Mary Seacole
- Learn songs from around the world.
- Resources e.g. role play will include resources representing different cultures.
- Be exposed to stories and literature from different cultures.
- Use assemblies and RE, art and music lessons to explore a range of themes, festivals, cultures and religions.
- Enjoy a range of live performances.
- Participate in a variety of educational visits and welcome visitors to the school e.g. Bella the reading dog, links with Epsom College & Blenheim High School, International week, World Music Week, visiting the local church etc.
- Meet people from different cultures.
- Celebrate the arts from around the world e.g. singing, artwork, dance.
- Show appreciation for the success and performances of others e.g. celebration assemblies, Shine awards
- Responsibilities given to the children e.g. Pupil Leaders, Peer Mediators, Helping Hands, School Councillors, Eco Warriors.
- Competitive sporting events

Links with the wider community

- Visitors are welcomed into school with relevant safeguarding checks to develop a range of subject areas
- Links with local places of worship are fostered through pupils visiting and visitors coming into school proving a greater understanding of all religions and how they affect the community.
- Links with the local food bank.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil (home school agreement, parent reading volunteers, inclusion coffee mornings, weekly learning updates, home learning exhibitions, the school's monthly Newsletter and the school website) including the use of home-school visits in Early Year Foundation Stage.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.
- Children engage in charity fund raising for local needs and beyond.
- Children will have the opportunity to enter competitions.
- Home learning supports developing knowledge of the local and wider community.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Regular lesson observations, learning walks and monitoring of planning and books by the SMSC leader.
- Regular discussion at staff and governors' meetings
- Audit of policies and schemes of work
- Sharing of good classroom work and practice
- Inclusion on SIP.
- Questionnaires/interviews with the children.

Prevent Duty

- All staff have a duty to identify children who may be vulnerable to radicalisation.
- Through the promotion of SMSC and British Values, staff can build pupil's resilience to radicalisation by giving them the tools they need to tackle extremist views. (See below).
- The new PSHE scheme provides a safe space in which children can debate controversial issues and understand how they can influence and participate in decision making. It also encourages children to become good decision makers, enabling them to manage risk and make safer choices, as does the whole ethos of the school.
- The 6Rs provide children with the opportunity to develop the skills they need to have resilience to radicalisation including being respectful, resilient, reflective and being able to reason.
- Staff should alert the safeguarding officer if there are any signs that could point to the radicalisation of a child. These may include a change in behaviour, comments made in lessons or becoming disengaged and withdrawn.
- All staff complete online prevent duty training.

Review

This policy will be reviewed in accordance with the policy review schedule.

Spiritual	Moral	Social	Cultural
<p>Achievement assemblies – celebrating attendance, behaviour, internal & external achievements.</p> <p>Feedback & Marking policy - Peer & self-assessment used within lessons</p> <p>WAGOLL (What a good one looks like) wall</p> <p>Weekly postcards home – celebrate achievement</p> <p>Living eggs in Reception – chn observing and handling eggs to chicks.</p> <p>Question & answers stems across the school to help chn reflect on and articulate their learning</p> <p>Pets as Therapy (PAT) – Phoebe the reading dog</p>	<p>Behaviour policy – Rewards & sanctions</p> <p>Restorative justice techniques used to deal with chn with Steps and Detentions</p> <p>Golden Time – linked to Steps</p> <p>Class rules</p> <p>Behaviour PLPs including: use of reward charts & working with the Learning Mentor</p> <p>Assembly Buddies – KS2 chn site with KS1 chn as role models.</p> <p>Top table – chn are chosen each day for good behaviour</p>	<p>School Council & Pupil Leaders – voted for by the class</p> <p>Reading Buddies – KS2 chn reading with EYFS & KS1 weekly</p> <p>Job roles within classes</p> <p>Librarian roles</p> <p>Singing Buddies</p> <p>EAL Buddies for new school starters with English as an additional language</p> <p>Links with Epsom College & Epsom University of Creative Arts</p> <p>Transition work with Blenheim High School</p> <p>Science Lessons at Blenheim High School</p> <p>E-Safety assemblies and lessons</p> <p>Delivering Christmas Cards to the local community</p>	<p>Language of Month Assembly – including saying the register in the language</p> <p>International Week including International Evening</p> <p>Participation in World Music Week</p> <p>Choir singing at Epsom Playhouse, Appleby House, Ashley Centre, Dorking Halls</p> <p>Festival, Epsom and Ewell Music Festival and young Voices concert at the O2.</p> <p>Whole school Christmas Carol Concert at St Barnabus Church</p> <p>Festival Celebration Assemblies – including Diwali & Chinese New Year</p> <p>Spinnaker Assemblies</p> <p>EPS Football Team</p> <p>Sporting events – Cross Country, Netball</p> <p>Tournaments, Rugby Tournaments & District Sports</p> <p>Years 1-6 Swimming lessons</p> <p>Years 5 & 6 – Bikeability</p>
<p>Shine Awards</p> <p>Religious Education – Following the Surrey Sacre</p> <p>Use of the 6 Rs within all lessons – Reflective, Resourceful, Risk-taking, Relationships, Resilient & Respectful.</p> <p>Philosophy 4 Children Club</p> <p>Keep Safe week</p> <p>NSPCC assembly & Fundraising</p> <p>Harvest Assembly including collection for Epsom & Ewell Food Bank</p> <p>Enrichment sessions – Specialist teachers providing: Cookery, Street Dance, Sport, Pottery, Art, Music & Drama</p> <p>Bespoke PSHE lessons – matched to the needs of the class</p> <p>Years 5/6 weekly drama PSHE lessons</p> <p>Specialist drama teacher - team teaching with year group teachers to help improve children's confidence and speaking and listening skills</p> <p>Year 4 – Ancient Greeks study of Democracy and trip to The Houses of Parliament</p> <p>Year 5 – Victorians study of the Suffragettes movement and Emily Wilding Davidson (Link with Epsom Downs racecourse)</p> <p>Year 6 – Attendance at Remembrance service in Epsom</p> <p>Nursery & Reception Home Visits</p> <p>Worry Boxes – in each classroom</p> <p>Career's Day</p> <p>Years 4/5 & 6 - Residential/Overnight trips</p> <p>Role Models Project</p> <p>St George's Day – Scouts, Beavers, etc... wearing uniforms</p>			

Mutual respect

PSHE curriculum embodies values of mutual respect

'Respect' is one of our whole school 6R learning powers

Anti-bullying, E-safety and Keep Safe are key threads throughout our school curriculum

Sports competitions

Growth mindset

Peer reading buddies

Celebration assemblies, Shine Awards

Rule of Law

High expectations about pupil conduct reflected in our clearly structured behaviour policy which all stakeholders understand and follow

School anti-bullying policy

Assemblies with a focus linked to citizenship

Children are given continuous opportunities to reflect on their learning and behavior

Zero heroes

Top Table to promote good lunchtime behaviours and social skills

Tolerance of Culture, Faith and others

Multicultural events e.g. International Week, cultural days/afternoons

Broad and balanced R.E. Curriculum on a range of faiths, religions and cultures.

Major world events e.g. Nelson Mandela's life, General Election built into curriculum

Visits to places of worship

Local, National, Global charity work

Language of the month

Reflection opportunities in class and assemblies

EAL Home learning Club



British Values

at

Epsom Primary School

At Epsom Primary School, we believe children should be tolerant and respectful of each other. We teach and uphold these values through our ethos, behavior and curriculum.



Individual liberty

Understanding school rules and classroom rules

Pupil monitors and responsibilities

Wide range of enrichment activities

Careers Day

Home/school agreements

Restorative justice strategies

Active pupil participation in curriculum design

Democracy

Election of pupil leaders

School Council decision making

Head Girl/Boy election

Lunchtime 'coaches'

Pupil conferencing

Pupil voice in learning walks

Choice of extended learning provision opportunities

Democracy is promoted through additional PSHE lessons, circle time, assemblies and visitors.