

## SMSC at Stoke Holy Cross Primary School

### What is SMSC?

SMSC stands for **spiritual, moral, social** and **cultural** development. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. (The government set out its definition of British values in the 2011 Prevent Strategy, which were reiterated in 2014)

**Spiritual development:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

This is not synonymous with religious education – although religious education can be a major vehicle for the delivery or consideration of spiritual matters.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

**Moral development:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of fundamental British Values.

We believe that a morally-aware pupil will develop a wide range of skills. These can include the following:

- 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:** Investigate moral issue; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict; engage with the fundamental values of British democracy.

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- 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 maturely and appropriately
- 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:** Appreciate cultural influences; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through all curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment
- An ability to recognise cultural diversity and give respect to other people's values and beliefs
- A willingness to participate, and respond to, artistic and cultural activities
- A regard for human achievement in all cultures and societies

## Planning

In planning, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered

through cross curricular activities, as well as specific PATHs, RE and Circle Time activities.

Suggested opportunities are also highlighted in the Mapping for SMSC development that has been issued to all teachers.

Events take place throughout the school year that also support SMSC development, including charity days, assemblies, class trips, sporting events, visitors to school etc...

**See also:**

- SMSC Policy
- Collective Worship Policy
- Equalities Policy
- Anti-Bullying Policy
- Fundamental British Values webpage
- Behaviour Policy