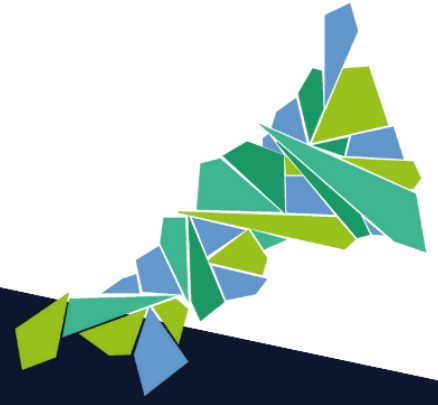




**Leedstown**  
Community  
Primary School



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

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Date Adopted by Governors	May 2023
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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

We want to ensure that your needs are met.  
If you would like this information in any other format, please contact us on  
01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk).

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## Introduction

We help children to develop in all areas of their Spiritual, Moral, Social and Cultural awareness, fostering a strong sense of responsibility, from our Pre-School provision to Year 6 pupils ready to leave Leedstown.

We want our children to be curious about the world, to understand sustainable living and what it means to be a global citizen. We seek to ignite 'awe and wonder' through engaging, inclusive lessons enabling all pupils to make progress academically, socially and spiritually. Our intent is that every child experiences a curriculum which will enable them to personally flourish, be solution focused responsible citizens, and progress into the next stage of their education with the requisite skills to be successful, independent and motivated learners.

## Planning

Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning.

Our curriculum is underpinned by high quality texts that discuss morals, values and core life skills, which provides our pupils with an understanding of how different people live together. Lessons encourage children to be inspired and to develop their critical thinking through opportunities to make links in their learning. In all learning experiences, they are encouraged to think about their environment, the people in it and how they should take responsibility for their behaviour and the world around them. Teaching encourages the development of growth and dignity, to keep trying when faced with difficult and new challenges and to know what it means to live in a diverse world.

***Spirituality, Moral, Social and Cultural Education considers the four areas of: Self, Others, Beauty and Beyond to help children develop their spiritual awareness and foster a sense of responsibility:***

### **The Spiritual Development of children is encouraged through:**

- Developing children's curiosity to ask questions
- Awe and wonder, in outdoor learning, during school visits, visitors and workshops and inspiring lessons
- Connection and belonging, through whole school assemblies, school 'junior' leaders, connections to our local churches and community projects
- Heightened self-awareness with daily opportunities to do an emotional check in, worry boxes and tools and strategies to build self-esteem and awareness in lessons and in P.S.H.E
- A sense of security, well-being, worth and purposefulness through the opportunities provided for leading as a Team Captain.
- Class systems that encourage, and praise and develop purposeful learning
- The ability to be reflective about their own beliefs, (religious or otherwise) which inform their perspective on life and their interest in and respect for different people's values and beliefs.
- Encouragement to reflect on their own experiences by promoting a sense of enjoyment and fascination in learning; about themselves, others and the world around them
- Developing the use of imagination and creativity in their learning
- A willingness to reflect on their experiences.

<b><u>Spiritual Development</u></b>	
<b><u>Provision</u></b>	<b><u>How it is evidenced</u></b>
<ul style="list-style-type: none"> <li>• Religious Education curriculum</li> <li>• Assemblies</li> <li>• Opportunities for quiet reflection</li> <li>• Outdoor education</li> <li>• Whole school Values based half-termly themes</li> <li>• Regular and purposeful P.S.H.E provision</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum plans</li> <li>• Visiting places of worship</li> <li>• Whole school assemblies and celebrations of values</li> <li>• Outdoor learning</li> <li>• Residential visits</li> <li>• Religious calendar celebrations such as: Harvest, Christmas and Easter, Hannukah, Diwali</li> <li>• Visits from faith and church groups</li> <li>• Time to reflect upon learning and experiences</li> </ul>

**The Moral Development of children is encouraged through:**

- Encouraging pupils to recognise the difference between right and wrong, take responsibility for their actions and developing codes of behaviour based on the moral codes, of their own and other cultures, for example, respect for property, care of the environment, and respect for the civil and criminal law of England
- Respecting others' needs, interests and feelings, as well as their own, and an ability to accept and appreciate that others may have a different viewpoint.
- Developing an understanding of the need to review and re-assess their values, codes and principles in the light of experience, offering reasoned views about moral and ethical issues
- Ensuring a commitment to personal values
- Promoting racial, religious and other forms of equality
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies

<b><u>Moral Development</u></b>	
<b><u>Provision</u></b>	<b><u>How it is evidenced</u></b>
<ul style="list-style-type: none"> <li>• School behaviour Policy and Code of Conduct</li> <li>• Reflection sheets and reflection space for children to consider their actions</li> <li>• Religious Education curriculum</li> <li>• Pupil Voice</li> <li>• Philosophy for Children</li> <li>• Taking part in Charitable projects</li> <li>• Regular and purposeful P.S.H.E provision</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of behaviour</li> <li>• Nurture sessions</li> <li>• Celebration of children's achievements</li> <li>• E-Safety teaching</li> <li>• Whole school Assemblies and the explicit discussion of school and British values</li> <li>• Weekly certificates to children in assembly and published in school newsletter</li> <li>• Child participation in a range of pupil groups: School Council, sports teams, a range of clubs, our whole school musical, Buddy schemes</li> <li>• Charity appeals</li> <li>• Choir Singing at community events</li> </ul>

**The Social Development of children is encouraged through:**

- By developing an interest in, and understanding of, the way communities and societies function at a variety of levels. such as the family, the school, the local community, and the wider world
- Develop and understand the notion of interdependence in an increasingly complex society, by identifying the key values and principles on which school and community life is based
- A willingness to participate in a variety of social settings, cooperating well with others including working and socialising with pupils from different religious, racial, ethnic and socioeconomic backgrounds. To be able to promote all forms of equality and be able to share views and opinions with others, to foster a sense of community with common, inclusive values
- Being able to resolve conflicts maturely, appropriately and effectively, exercising responsibility and encouraging the ability to work co-operatively
- Providing positive experiences to reinforce our values as a school community, for example, through assemblies, team building activities, residential experiences and school productions
- A willingness to volunteer and reflect on their own contribution to society the school community and wider society
- Show respect for people, living things, property and the environment
- Acceptance of, and engagement with, the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs in order to participate fully in and contribute positively to life in modern Britain.
- Providing opportunities for engaging in the democratic process and participating in community life, and to exercise leadership and responsibility and to forge effective links with the world of work and the wider community, e.g. the world of work

<b>Social Development</b>	
<b>Provision</b>	<b>How it is evidenced</b>
<ul style="list-style-type: none"> <li>• Regular and purposeful P.S.H.E provision</li> <li>• Working together in teams</li> <li>• Pupil Voice (wellbeing ambassadors)</li> <li>• Extra-curricular activities</li> <li>• Arts Curriculum</li> <li>• Outdoor Education</li> <li>• PE curriculum</li> <li>• Off-site learning opportunities e.g. beach days</li> <li>• Residentials and other school visits</li> <li>• Links to other schools</li> <li>• School Council</li> </ul>	<ul style="list-style-type: none"> <li>• School ambassadors</li> <li>• Residential visits</li> <li>• Educational visits</li> <li>• Afterschool clubs</li> <li>• Participation in Music events</li> <li>• Transition visits</li> <li>• Playground leaders</li> <li>• Reading Buddies</li> <li>• Participation in Charity support</li> <li>• Participation in Sporting events</li> <li>• Participation at Trust Council</li> <li>• School house sports competitions</li> </ul>

Cultural capital, gradually widening children’s experiences as they progress through our school, is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences as they move through the school, which are in line with our curriculum drivers: Discover, Learn, Develop.

**The Cultural Development of children is encouraged through:**

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- A willingness to participate in, and respond to artistic, literacy, musical, sporting, mathematical, technological, scientific and cultural opportunities
- An understanding and appreciation of cultural diversity within school and further afield as an essential element of preparation for life in modern Britain.
- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment
- Extending pupils' knowledge and use of cultural imagery and language and encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their importance and significance both personally and relationally
- Reinforcing the school's cultural links through displays, posters, workshops etc.
- Developing partnerships with other schools and individuals to extend pupils' cultural awareness, for example providing opportunities to visit the theatre

<b>Cultural Development</b>	
<b><u>Provision</u></b>	<b><u>How it is evidenced</u></b>
<ul style="list-style-type: none"> <li>• School Visits</li> <li>• Regular and purposeful P.S.H.E provision</li> <li>• Participation in the Arts through music events</li> <li>• Modern Foreign Languages</li> <li>• Cultural capital experiences</li> </ul>	<ul style="list-style-type: none"> <li>• School visits to Churches, museums, galleries, concerts, theatre visits</li> <li>• Meeting authors</li> <li>• Dance workshops</li> <li>• Opportunities to take part in school celebrations</li> <li>• Music and choir Performances</li> <li>• Music instrument opportunities</li> <li>• Visits from people of different cultures</li> <li>• Modern Foreign Languages</li> <li>• Sports Day</li> <li>• Each year group participating in cultural capital experiences</li> </ul>