



SMSC (Spiritual, Moral, Social and Cultural Development) and British Values at Ashby Hastings Primary School

A definition of SMSC

The **spiritual development** of pupils is shown by their:

- a. ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings and values.
- b. sense of enjoyment and fascination in learning about themselves, others and the world around them.
- c. use of imagination and creativity in their learning.
- d. willingness to reflect on their experiences.

The **moral development** of pupils is shown by their:

- a. ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect civil and criminal law of England.
- b. understanding the consequences of their behaviour and actions.
- c. interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The **social development** of pupils is shown by their:

- a. use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- b. willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- c. acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural development** of pupils is shown by their:

- a. understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.

- b. understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- c. knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- d. willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- e. interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC is an over-arching umbrella that encompasses personal development across the curriculum and activities in school. It is the heart of what education is all about – helping pupils grow and develop as people.

The themes and units of work covered with PSHE and the use of Kapow scheme contribute to the different aspects of SMSC.

Social Development	Moral Development
Spiritual Development	Cultural Development

These units within PSHE and the Kapow scheme contribute to different aspects of British Values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those different faiths and beliefs

Wider Coverage of SMSC and British Values at Ashby Hastings Primary School

There are also many links and coverage through other subject areas and also through activities where these aspects are promoted and explored. Some examples are:

- through daily collective worship, encouraging pupils to explore aspects of SMSC/British Values further and encouraging pupils to reflect and learn from reflection.
- developing the ethos within school where all pupils can grow and flourish, respect others and be respected through the school's vision statement.

We will **CARE** for our pupils and help them to care for each other
 Our pupils will receive an **OUTSTANDING** education
 We will **NURTURE** and keep our pupils safe as they learn
 We equip pupils for their **FUTURE** life-long learning through wide-ranging skills
 We want our pupils to be **INDEPENDENT** learners
 We will help develop a **DETERMINATION** to succeed in our pupils
 We value our pupils' **EFFORT** in all areas of school life
 We **NOURISH** minds through an enriched & exciting curriculum
 We want our pupils to be **CURIOUS**, inquisitive and to have a thirst for knowledge
 We will provide **EXCELLENCE** in all aspects of our education

- reinforcing the school's values through displays around school and integration into lessons. The celebration of these in weekly Celebration Assemblies.
- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of school (through the Behaviour Policy). Rewarding expressions of moral insight and good behaviour through House Points and Dojos.
- opportunities to explore values and beliefs including religious beliefs (and non-religious) and the way in which they affect peoples' lives through the RE curriculum.
- promoting teaching styles which value pupils' questions and give them space to explore their own thoughts and ideas.
- provide opportunities to ask and explore 'why?', 'how?', 'what?', 'where?' and 'when?'.
- enable pupils to make connections between aspects of their learning through relevant links within and across the curriculum.
- providing opportunities for engaging in democratic process through elections for our School Council. Ensuring all pupils within school have a voice that is listened to through being able to provide ideas and feedback to the School Council and to be able to participate in questionnaires.
- encouraging pupils to take responsibility for their actions – respect for property, care for the environment and developing codes of behaviour.
- providing models of moral virtue through literature and across other areas of the curriculum.
- encouraging opportunities across the curriculum for pupils to work co-operatively.
- providing corporate positive experiences through for example, assemblies, team activities, residential experiences, school productions.
- providing positive and effective links with the world of work and the wider community (visitors in school to talk about their jobs).
- provide opportunities for pupils to exercise leadership and responsibility – through Ashby Hastings Job Centre.
- the school actively engages with safety programmes throughout the age ranges including work with the Fire Service and liaison with the Community Police and the NSPCC.
- a regard for the heights of human achievement in all cultures and society (assemblies, Black History Month, History, Geography, Science, Technology, Art).
- enrichment opportunities provide a means for pupils to discover hidden talents and skills and develop their interests further through planned curriculum experiences and also after school opportunities.

Coverage throughout the Curriculum

Reference to content of SMSC and British Values within curriculum areas is referenced in curriculum documents (see specific subject progression documents).

Impact

The impact of the coverage of SMSC will be measured by:

- assessment tasks and regular knowledge check activities.
- in school attainment tracking.
- engagement in enrichment activities.
- pupil voice – questionnaires, pupil book and learning reviews.
- subject leader monitoring – lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires.
- governor monitoring.
- attendance data.
- behaviour logs.