



# **Spiritual, Moral, Social and Cultural Education Policy November 2019**

Policy No: 14

DATE APPROVED BY GOVERNING BODY: 28.11.2019

DATE OF NEXT REVIEW: November 2020

LEAD: Melanie Bullivant

GOVERNOR RESPONSIBLE: Shirley Webb

## SMSC Policy – Contents

	Page
1. Introduction	3
2. Purpose	3
3. Aims	3
4. Wider School Aims/Ethos	3
5. Consultation	3
6. Sources and References	3
7. Roles and Responsibilities	3
8. Planning	3
9. Teaching	4
10. Organisation	4
11. Training/CPD	5
12. Equal Opportunities	5
13. Health and Safety	5
14. Including Parents	6
15. Resources	6
16. Assessment and Moderation	6
17. Monitoring and Evaluation	6
18. Linked Policies	6
19. Assessment and Review	6

## **Introduction**

**1.1.** At Chadsgrove School, Spiritual, Moral, Social and Cultural education (SMSC) consists of learning about both the range of cultures, languages and traditions which may be found in our own richly diverse nation as well as those in other countries. This policy, therefore, is concerned with the areas of SMSC and British Values.

## **2. Purpose**

**2.1.** The purpose of this policy is to outline the nature of SMSC education delivered to pupils at Chadsgrove School.

## **3. Aim(s)**

**3.1.** This policy has the following aims:

- To ensure that Chadsgrove school is meeting requirements for pupils' SMSC development
- To ensure that pupils are given the opportunity to learn about a range of different cultures and traditions
- To ensure that staff at Chadsgrove school understand their obligation to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

## **4. Wider school aims/ethos**

**4.1.** This policy supports our school aim of 'meeting statutory requirements and supporting spiritual and moral development' (Chadsgrove School Self Evaluation Form)

## **5. Consultation**

**5.1.** This policy was written by Melanie Bullivant, SMSC Leader, in consultation with:

- Deb Rattley (Head teacher)
- Rebecca McCann and Claire Harris (SMSC Co-ordinators)
- Teaching staff

## **6. Sources and References**

**6.1.**

- The National Curriculum in England (DfE, 2014)
- Promoting fundamental British values as part of SMSC in schools (DfE, 2014)
- Education Act, 2002

## **7. Roles and Responsibilities**

**7.1.** The following groups of people will be involved in implementing this policy:

- Governors are responsible for reviewing this policy annually, and meeting with the SMSC Leader where necessary to discuss strengths and areas for development
- The Head Teacher is responsible for monitoring the work of the SMSC Leader, through the Performance Management cycle
- The SMSC Leader is responsible for supporting teachers in their delivery of SMSC education and ensuring adequate resources are available to support teaching and learning
- The SMSC Co-Ordinators are responsible for supporting the Leader in this role
- Class teachers are responsible for producing Medium Term Planning and implementing this in their classes, as well as ensuring that they follow the school policies and procedures with relation to the teaching of SMSC/British Values
- Teaching Assistants are responsible for supporting pupils' learning, by following the guidance of class teachers

## **8. Planning**

**8.1.** Some elements of SMSC education are delivered through the RE curriculum. The RE Long Term Plan contains the Programmes of Study of the Worcestershire Agreed Syllabus for RE set out in Key Stages. The Programmes of Study identified for each key stage are

appropriately differentiated in order to reflect the needs and abilities of pupils with PMLD, SLD and MLD. Medium Term Plans are produced termly, which detail the intended learning outcomes (Curriculum Intent) and activities (Curriculum Implementation) planned by those teaching RE, as well as identifying assessment opportunities for pupils (Impact).

- 8.2.** Some elements of SMSC/ British Values education are delivered as part of Personal, Social and Health Education (PSHE) lessons and Humanities lessons. Planning information regarding these subjects can be found in the relevant subject policies.
- 8.3.** The 'Festival of the Month' initiative is planned by the SMSC Leader and Co-Ordinators. This planning takes the form of a PowerPoint Presentation, which is produced on a monthly basis and shared with all teaching staff.
- 8.4.** An annual 'Multi Faith, Culture and Language' Day is planned by the RE/SMSC Leader. Planning for this curriculum day is shared with all teaching staff.

## **9. Teaching**

- 9.1.** At Chadsgrove School, all pupils have one discreet RE lesson each week, focussing specifically on the curriculum detailed in the Long Term Plan. Pupils may also access RE through a thematic approach, incorporating the learning which is appropriate to their needs. This also includes participating in our 'Festival of the Month' initiative, our Multi Faith, Culture and Language Curriculum days and other special assemblies and events.
- 9.2.** All pupils have weekly PSHE lessons, during which some aspects of SMSC and British Values education will be addressed. Further information can be found in the PSHE Policy.
- 9.3.** Some pupils have 'Humanities' lessons, in which they will learn about aspects of different cultures as part of their History or Geography work. Further information about this work can be found in the relevant policies.
- 9.4.** Due to the nature of SMSC and British Values education, some teaching will naturally occur as part of a holistic approach to the curriculum. All teachers and Teaching Assistants should therefore be aware of and look for opportunities to promote good SMSC and British Values education as part of their day to day practice.

## **10. Organisation**

- 10.1.** Clearly timetabled RE, PSHE and Humanities lessons take place each week. The nature and organisation of these lessons depends upon the age and ability of the pupils. Further information can be found in the respective policies.
- 10.2.** As part of a holistic approach to SMSC education, Chadsgrove aims to:
  - Promote spiritual development by encouraging:
    - self awareness, allowing pupils to reflect on their own views as well as those of others
    - curiosity, providing time and space for pupils to ask important questions
    - collaboration, in taking part in group work using a range of approaches
    - reflection, allowing pupils the opportunity to reflect on their own values and views and those of others
    - resilience, helping pupils to cope with difficult issues
    - response, exploring ways pupils can respond to demanding issues
    - values, promoting fairness and mutual respect
    - appreciation, encouraging pupils to value the world and those who live in it
  - Promote moral development by:
    - valuing others, for example inviting speakers or visiting places of worship
    - developing moral character, exploring ideas of right and wrong, providing opportunities for helping others
    - moral diversity, allowing pupils to debate real life issues and appreciate that people may hold different views from their own
  - promote social development by exploring:
    - shared values as part of society, such as issues of right and wrong
    - idealised concepts, reflecting on issues such as justice, fairness, honesty and truth

- moral sources, reflecting on religious and non-religious texts, teachings or traditions
- influences: exploring the effects on individuals of family, friends, the media and wider society on our behaviour
- social insight into the issues which affect individuals, groups and the nation as a whole
- role models, including famous people who inspire us as well as people from our own communities
- experiential learning, giving pupils the opportunity to embody behavioural and social norms through class discussions, groups work, school visits or drama workshops
- promote cultural development by:
- encouraging pupils to explore Britain's rich diversity of religious, ethnic and geographical cultures for example by experiencing food, festivals, music, art and architecture as well as sharing their own and others' cultures by inviting visitors into school and making visits to places of worship.

**10.3.** Chadsgrove makes a key contribution to pupils' exploration of British values, including:

- Mutual tolerance: challenging pupils to be increasingly respectful and to celebrate diversity
- Respectful attitudes: pupils will be challenged to respect other people who see the world differently from themselves
- Democracy: pupils learn to respect a range of perspectives and examine the idea that we all share a responsibility to use our voice and influence for the wellbeing of others
- The rule of law: pupils learn to appreciate how individuals choose between what is right and wrong, they learn that fairness requires that the law applies equally to all
- Individual liberty: pupils consider questions about identity, belonging and diversity, studying examples of pioneers of human freedom

**10.4.** Collective Worship:

Pupils at Chadsgrove School have the opportunity for daily acts of Collective Worship, including 'Grace After Meals', as a whole school community each lunch time, during daily 'Reflection Time' in classes and during weekly assemblies.

## **11. Training/ CPD**

**11.1.** Internal and external training opportunities are offered to all staff, in order to develop their expertise in teaching and supporting pupils. The impact of this is that pupils will experience a rich diverse curriculum resulting in improved outcomes. The Senior Leadership Team ensure good practice is disseminated and staff skills enhanced. The RE/SMSC Leader attends INSET days provided by Worcestershire SACRE and RE Today, including those specifically designed for Special Schools.

## **12. Equal Opportunities**

**12.1.** Chadsgrove School seeks to create a supportive environment which is free from discrimination and which encourages all pupils and staff to participate fully in the life of the school:

- The school curriculum should be broad, balanced and relevant to all pupils
- Varied teaching styles should be incorporated to suit pupils' learning styles
- Discrimination or stereotyping should be challenged in all areas of the curriculum

## **13. Health and Safety**

**13.1.** In addition to the general health and safety practices of the school, the following policies may be particularly pertinent with regard to the teaching of RE:

- Minibus Use and Passenger Safety
- Educational Trips and Residential Visits

#### **14. Including Parents**

- Chadsgrove School recognises that parents have the right to withdraw their child from RE lessons and/or acts of Collective Worship. This Policy, as well as the RE Long Term Plan is available to all parents on request. Parents are also informed of the content of the RE that will be taught to their child through termly Curriculum Newsletters, which outline the learning that is to take place each term

#### **15. Resources:**

**15.1.** Appropriate resources for SMSC are stored in the school's Resource cupboard, in clearly defined areas. Resources include:

- RE resources including religious texts, artefacts from the major world religions, information texts for pupils
- PSHE resources including books and DVDs
- Resources about a range of countries and their associated cultures

#### **16. Assessment and Moderation**

**16.1.** At Chadsgrove School, pupils' experiences in these areas of learning may not always involve formal assessment. Rather, pupils' responses are considered to be valuable means of showing their engagement with religious and spiritual learning. This approach to assessment in RE for pupils in special schools is supported by SACRE and incorporated into the Worcestershire Agreed Syllabus (Anne Krisman, Special RE, 2015). These moments may be captured in pupils' written work, Learning Journeys or MAPP files, depending on which class they are in and how they are engaging with RE/SMSC

**16.2.** For those classes to whom it is appropriate, outcomes for the end of each Key Stage, as outlined in the Worcestershire Agreed Syllabus, are detailed in the RE Long Term Plan.

**16.3.** The SMSC Leader has an evidence file which contains examples of lessons and activities which have taken place during Curriculum Days and as part of the 'Festival of the Month' in each class.

#### **17. Monitoring and evaluation**

**17.1.** Class teachers' Medium Term Plans are monitored by the Senior Leadership Team and Phase Leaders.

Work scrutiny is carried out by the Senior Leadership Team and Phase Leaders.

The SMSC Leader and Co-Ordinators keep an evidence file of work that has taken place, including work from curriculum focus days and the 'Festival of the Month' initiative.

#### **18. Linked policies**

**18.1.** The SMSC Policy should be read in conjunction with our policies for RE, PSHE, History and Geography.

#### **19. Monitoring and Review**

**19.1.** This Policy is reviewed on an annual basis by the SMSC Curriculum Leader and Governing Body.