



1. Introduction

At Priory CE Primary School, the children and their learning are at the very heart of every decision made. Spiritual, Moral, Social and Cultural development along with the promotion of British Values are fundamental to all we do.

This policy reflects our diverse mix of pupils and does not discriminate against any of the protected characteristics. The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. They will understand their community and be able to make positive contribution in modern day Britain.

Although there are explicit opportunities to promote pupils' SMSC development along with British Values, in religious education, personal, social and health education and citizenship, all subjects provide opportunities. At Priory we value this aspect of pupil's education as highly as the teaching of maths and English and this is reflected in our vision, values and ethos.

2. Aims

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person.
- To enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To enable pupils to distinguish right from wrong, accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- To enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England including for the civil and criminal law.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Encourage respect for other people; tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

3. Guiding principles of SMSC

a. The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.



b. The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

c. The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

d. The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

4. The Promotion of British Values provides pupils with an understanding and appreciation of

a. Democracy

- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;

b. The rule of law

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

c. Individual liberty

- An appreciation of our rights regarding liberty and that these rights are not respected in some places.

d. Mutual respect for and tolerance of different faiths and beliefs.

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

5. Cross-curriculum teaching and learning

- Development will take place across all areas of the curriculum.
- There are particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health and Citizenship Education (PSHCE).
- All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.



6. Practical activities to develop SMSC and promote British Values include:

- RRS lessons and worship
- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, looking after younger children, Prefects, Priory PALS, Councils, Ambassadors.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.
- Learning about the law and democracy.
- Visits to the Local Chambers and Parliament.
- Visits from local Councillors and our MP.
- Participation in debates.
- Taking part in programmes with the Police e.g. Junior Cadets.

7. Skills and Attitudes of Pupils

In order to develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc. we ensure that lessons and school life provide opportunities to:

- Work together to achieve a common goal or aim.
- Lead and value every pupil's contribution.
- Show resilience and find solutions to problems.
- Talk about experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem
- Develop respect for others.
- Develop a sense of belonging.

8. Community links

Priory has strong links with the wider community and uses these links to support learning, promote school activities and to strengthen SMSC development.

Some examples are:

- Local businesses visit school e.g. Fun Day promotion, class discussions, demonstrations
- Parents visit the school to share their work, culture etc.
- Whole school and class visits to the local church e.g. Easter, Christmas, wedding
- Classes visits; local area walks, surveys, Trentham Gardens, Garden Centre, local florist, restaurants and shops.



- Exhibition of pupils work
- Work with MP e.g. campaigns, democracy
- Work with PCSO e.g. Junior Cadets, law

9. Monitoring and review

The senior leadership team and Governing Body will regularly monitor the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

SMSC provision and British Values is reviewed regularly in the following ways:

- SMSC Audit
- Curriculum overview for RRS, SMSC and British Values
- Pupil Surveys and interviews
- Parent surveys and discussion evenings
- Monitoring of teaching and learning
- Regular discussions at staff and governors' meetings.
- Regular policy audits
- Development of Religious Education, PSHCE and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice

10. Relevant Policies and Documents:

- SMSC Audit
- Whole school curriculum overview for SMSC, British Values and RRS
- Child Protection and Safeguarding Policy
- Preventing Radicalisation and Extremism
- E-safety Handbook
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- PSHE Policy
- RE Policy
- Other Subject Policies

Policy Author: Pam Keen

Policy Approved By: Sarah Morris (Chair of the Teaching & Learning Committee)

Responsible Committee: Full Governing Board

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