



# SMSC POLICY

# SPIRITUAL MORAL SOCIAL & CULTURAL (SMSC) DEVELOPMENT POLICY

With acknowledgement to Sandra Teacher & The Board of Deputies of British Jews

## **OVERVIEW**

At Simon Marks, we provide for Pupils' Spiritual, Moral, Social & Cultural (SMSC) development in a variety of ways. The information found in pages 3 - 6 of this document provides a more detailed outline of the general principles that form the SMSC policy at Simon Marks. How these principles are put into practice is outlined on this page (Note: the following list is not designed to be exhaustive, but provides an example of the variety of different actions that the school takes in order to facilitate the promotion of SMSC):

- Working towards Rights Respecting School Award
- Stay On Green behaviour code
- Whole school and class assemblies
- Themed weeks (based on weekly Torah teachings, proximity to Jewish festivals, or national initiatives e.g. Black History Month )
- Outings and visits e.g. tashlich, cinema, Jewish Museum, Hackney Museum etc
- Visits from speakers and organisations
- School Council with nominations by both pupils and staff to ensure an inclusive body
- Monitors in class (where appropriate) to encourage responsibility
- Displays reflecting Jewish and wider cultures
- Extra-curricular activities
- An inclusive choir in Years 5 & 6
- Links to local schools of other faiths, most recently the Olive Tree School

These activities are monitored and reviewed regularly.

DEFINITIONS	At Simon Marks we...
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives</li> <li>• Support and develop religious belief in ways which are personal and relevant to them</li> <li>• Encourage pupils to explore and develop what animates themselves and others</li> <li>• Encourage pupils to reflect and learn from reflection</li> <li>• Give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful</li> <li>• Encourage an ethos within which all pupils can feel they can grow and flourish, respect others and be respected</li> <li>• Accommodate difference and respect the integrity of all individuals</li> <li>• Promote teaching styles which: Value pupils' questions and give them space for their own thoughts, ideas and concerns; Enable pupils to make connections between aspects of their learning. This is particularly reinforced through the Creative Links lessons; Encourage pupils to relate their learning to a wider frame of reference; for example, asking <i>why</i>, <i>how</i> and <i>where</i> as well as <i>what</i></li> </ul>
<p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, begin to respect the law of</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a clear moral and behaviour code as a basis for the behaviour which is promoted consistently through all aspects of the school</li> <li>• Promote racial, religious and other forms of equality</li> </ul>

<p>England</p> <ul style="list-style-type: none"> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• Interest in investigating and, where appropriate, offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Give pupils opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong</li> <li>• Develop an open and safe learning environment in which pupils can express their views and practise moral decision-making</li> <li>• Reward expressions of good behaviour</li> <li>• Model, through the quality of relationships and interactions, the principles of; fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises</li> <li>• Recognise and respect different cultures represented in the school and wider community</li> <li>• Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment and developing codes of behaviour</li> <li>• Provide models of moral virtue through assemblies and acts of worship</li> <li>• Reinforce the school's values through classroom displays</li> </ul>
<p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, including learning and socialising with pupils from varying religious, ethnic and socio-economic backgrounds</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Exposure at opportune times to 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 begin to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern</li> </ul>	<ul style="list-style-type: none"> <li>• Foster a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish</li> <li>• Encourage pupils to work cooperatively</li> <li>• Provide positive corporate experiences; for example, through assemblies, residential experiences, school productions</li> <li>• Help pupils develop personal qualities which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect</li> <li>• Provide a framework within which to understand and debate social issues; providing opportunities for engaging in the democratic process and participating in school community life</li> </ul>

<p>Britain</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for pupils to exercise leadership and responsibility</li> </ul>
<p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Developing understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• Developing understanding and appreciation of the variety of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• (Where appropriate) an awareness of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>• Respect for different faiths and cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for pupils to explore their own cultural assumptions and values</li> <li>• Present authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality</li> <li>• Extending pupils’ knowledge and use of cultural imagery</li> <li>• Recognise and nurture particular gifts and talents</li> <li>• Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events</li> <li>• Develop partnerships with outside agencies and individuals to extend pupils’ cultural awareness; for example, theatre &amp; museum visits</li> <li>• Reinforce the school’s cultural values through displays, posters etc</li> </ul>
<p><b>Fundamental British Values</b>  In order to meet the requirements of section 78 EA 2002 in their provision of SMSC schools should actively promote liberty and mutual respect and tolerance of those with different faiths and beliefs.</p>	<ul style="list-style-type: none"> <li>• Develop an initial understanding as to how pupils can influence decision-making in the school through the democratic process</li> <li>• Develop an appreciation that rules protect individuals and are essential for pupil wellbeing and safety</li> <li>• Develop an understanding that people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour</li> <li>• Including in suitable parts of the curriculum, as appropriate for the age of the pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, in contrast to other forms of government in other countries</li> <li>• Ensure that pupils within the school have a voice that is listened to, for example, demonstrating how democracy works by actively promoting democratic processes such as a school council</li> </ul>

	<p>whose members are voted for by the pupils</p> <ul style="list-style-type: none"><li>• Organise visits to and from local councillors and encourage links with other faith schools</li><li>• Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view</li></ul>
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