



Kingsmoor Academy

SMSC



Spiritual, Moral, Social and Cultural (SMSC) Development

The DfE have recently reinforced the need for “All maintained schools (to) meet the requirements... (to) promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.”

These British Values as set out by the government in the ‘Prevent’ strategy in 2011 are listed as:

Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

In addition,

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

At Kingsmoor Academy, we understand that the society we live in and are part of is diverse and reflect this in both our day-to-day life in school and our curriculum. For our pupils, we aim to continually weave the threads of spiritual, moral, social and cultural specifically British values through everything that we do in school.

To support this, these values are reinforced regularly – examples of how we achieve this are set out below:

<p>Democracy</p> <ul style="list-style-type: none"> • Mock elections • School Council • Pupil choice of Kingsmoor Learning Pathway topics • Visits to Houses of Parliament • Kingsmoor Learning Pathway topic of Citizenship 	<p>Mutual Respect</p> <ul style="list-style-type: none"> • Restorative conversations • Thinking Room • Circle times • Anti-Bullying week • Healthy Relationship Education
<p>The Rule of Law</p> <ul style="list-style-type: none"> • Behaviour for Learning policy • High behaviour expectations by all staff • Sports mentors • Work experience mentors • Public service visits including local community Police Officer 	<p>Tolerance of those of different faiths and beliefs</p> <ul style="list-style-type: none"> • Values assemblies • Celebration assemblies for different faiths • PSHE lessons taught in all year groups • RE lessons taught in all year groups • Visits to a range of places of worship
<p>Individual Liberty</p> <ul style="list-style-type: none"> • Choice of progressively more challenging activities during lessons • Achievement assemblies celebrating individual successes • School clubs catering for a range of interests • Support in exercising rights and freedoms safely e.g. E-Safety training • Entrepreneurship 	

Spiritual Development and Provision

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- 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
- 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

Schools that are encouraging pupils' spiritual development are likely to be:

- Giving pupils the opportunity to explore and reflect on values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- Giving pupils the opportunity to understand and reflect on human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- Accommodating difference and respecting the integrity of individuals;
- Promoting learning which:
- Values pupils' questions and give them space for their own thoughts, ideas and concerns;
- Enables pupils to make connections between aspects of their learning;
- Encourages pupils to relate their learning to a wider frame of reference - for example, asking 'Why?' 'How?' and 'Where?' as well as 'What?'
- Encourages imagination and creativity;
- Monitoring in simple, pragmatic ways, the success of what is provided

Moral Development and Provision

Pupils who are morally aware are likely to be developing some or all of the following characteristics:

- 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.

Schools that are encouraging pupils' moral development are likely to be:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- Providing opportunities for pupils to understand the difference between right and wrong, and, in so doing, respect the civil and criminal law in England;
- Giving 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;
- Developing an open and safe learning environment in which pupils can express their views and practise model decision-making;
- Discussing ethical issues including breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school;
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict,

keeping promises are contracts;

- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc; and
- Monitoring in simple, pragmatic ways, the success of what is provided.

Social Development and Provision

Pupils who are becoming socially aware are likely to be developing the ability to:

- 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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;
- Pupils, develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Schools that are encouraging pupils' social development are likely to be:

- Identifying key values and principles on which school community and British values are based;
- Willing to participate in a variety of communities and social settings, with common, inclusive values;
- Promoting racial, religious and other forms of equality;
- Encouraging pupils to work co-operatively and resolve conflicts'
- Encouraging pupils to recognise and respect social differences and similarities;
- Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;
- Helping pupils develop personal qualities which are fundamental British values
- Providing opportunities for engaging in the democratic process and participating in community life;
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community; and
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development and Provision

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- 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 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

Schools that are encouraging pupils' cultural development are likely to be:

- Providing opportunities for pupils to explore their own cultural assumptions, heritage and values;
- Providing opportunities for children to extend their knowledge of a range of cultures within and beyond the school;
- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- Extending pupils' knowledge and use of cultural imagery and language;

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, 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.

- Providing opportunities for children to gain knowledge about Britain's democratic parliamentary system and its central role in shaping Britain's history and values;
- Providing opportunities for pupils to participate in literature, drama, music, art, crafts, sports and other cultural events and encouraging pupils to reflect on their significance;
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- Reinforcing the school's cultural values through displays, posters, exhibitions etc;
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum; and monitoring the success of what is providing.

