Southfields Primary School

SMSC Policy
Spiritual, Moral, Social and Cultural Development

Date agreed: April 2020
Review Date: April 2022

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Vision, Aims and Curriculum Intent

At Southfields Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore ensure that SMSC permeates throughout our whole curriculum. We aim to provide an education that provides pupils with opportunities to explore and develop:

- Their own values and beliefs.
- Spiritual awareness.
- High standards of personal behaviour.
- A positive, caring attitude towards other people.
- An understanding of their social and cultural traditions.
- An appreciation of the diversity and richness of the cultures.

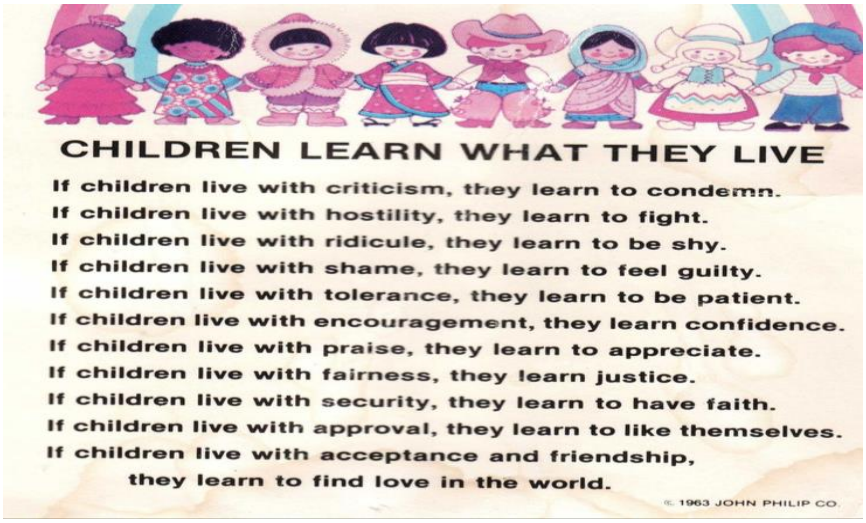
SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and pervades every aspect of learning. It is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

1.1 Guidelines

All curriculum areas have a contribution to make towards the child's spiritual, moral, social and cultural development and opportunities for this are to be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.



The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

1.2 Aims and Objectives

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure there is a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

2. Implications

What does SMSC look like in action at Southfields Primary School?

2.1 Targets

Accelerate all pupils' progress, including that of the most-able, pupils who have special educational needs and/or disabilities and disadvantaged pupils, by:

- Improving teachers' use of assessment information to identify accurately appropriate next steps in the learning of pupils.
- Further raising the expectations of staff about what pupils should be achieving, most notably in mathematics and English.
- Providing pupils with more opportunities to develop their writing skills for

different purposes across the wider curriculum.
- Ensuring that teaching supports pupils over time to have the confidence and skills to undertake more challenging questions and tasks independently.

SMSC is split into four areas of development. We look at each area individually to summarise the targets and priorities for each area. They are as follows:

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person.

3. Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (Enrichment, Sport, Drama, Art) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

4. Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective

partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.

- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

Appendix A

Lesson Gradings: measuring impact on pupils' progress

Outstanding lessons

1. Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment
2. The work is pitched at a level that is achievable if individual pupils work hard and try their very best
3. Pupils with specific learning needs receive support at the time and level it is required to optimise their learning
4. The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills such as research, co-operative working in a variety of contexts e.g. Speaking and Listening opportunities/P4C/real life experiences and links/big picture overview/ cross-curricular links or mantle of the expert
5. The tasks themselves enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
6. The pace of learning is optimised throughout the lesson by the teacher being able to use the time to the best effect in supporting pupils at the time they need such support
7. The teacher demonstrates a high degree of subject knowledge when framing and answering questions
8. Questions tease out pupils' understanding so that teachers are exceptionally aware of the degree to which pupils are secure
9. The work for each individual is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work
10. Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved
11. The teacher ensures that corrections are carried out and any missing work is completed
12. Home Learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson itself

Good lessons

1. Information from assessments is used to set tasks that are well matched to groups of pupils' prior attainment
2. The work is pitched at a level that is achievable for most within the group if they work hard and try their best
3. Pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson
4. The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT
5. Pupils find the tasks interesting and enjoyable. They concentrate well and pay full attention to the their learning

6. The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input
7. The teacher demonstrates a good degree of subject knowledge when framing and answering questions
8. Questions tease out most pupils' understanding so that teachers are aware of the degree to which most pupils are secure
9. Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work
10. Marking is frequent and regular, providing pupils with guidance on how work can be improved
11. The teacher ensures that corrections are carried out and most missing work is completed.
12. Home Learning is used to extend the learning

Requires improvement

1. Information from assessments is used to set tasks that are matched to the needs of the class
2. The work is pitched at a level that is achievable for all within the class with extension activities provided for the most able and support mechanisms in place for those who find learning more difficult
3. Pupils with specific learning needs receive support that allows them to make satisfactory progress
4. The work includes some opportunities to develop pupils' skills of reading, writing, mathematics and ICT, but these are inconsistent in the longer term
5. Pupils find the tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher
6. Pupils make steady progress throughout the lesson because the work is reasonably challenging. In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole. Pupils may have to wait with their hands up for support
7. The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly
8. Questions give a broad overview of pupils understanding
9. Misconceptions brought to light through questioning are acknowledged but not addressed within the lesson
10. Marking is encouraging and provides the pupil with some guidance on how work can be improved
11. There is some evidence in pupils books of corrections being carried out and missed work being completed
12. Home Learning is used to extend the learning although this may be irregular

Inadequate lessons

1. Information from assessments is not used in planning.
2. Tasks are not suitably matched to pupils' prior attainment, so they find the work

too easy or too hard

3. Pupils with specific learning needs are not provided with appropriate support and guidance to allow them to make progress
4. The promotion of basic skills is ignored.
5. Pupils are bored by the tasks, and may become disruptive
6. The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class
7. Subject knowledge is poor, so that incorrect information is imparted or the teacher is unable to answer questions that are of a level to be expected in the lesson.
8. Questions are closed and are not used to assess pupils' understanding
9. The teacher is unable to adapt the task in the light of such assessment
10. Marking is infrequent and/or irregular and/or fails to provide the pupil with guidance on how work can be improved
11. There is no insistence that corrections are carried out and any missing work is completed
12. Home Learning is not set or is seen as a 'bolt on' with little relevance to the lesson