



**Kent County Council  
Children, Families and Education Directorate**

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# **SMSC POLICY**

OF

# **DOWNS VIEW INFANT SCHOOL**

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**Responsible People named in this Policy**

**SMSC Leader**

**Joanne Hunt**

**Head Teacher**

**Tracy Kent**

**Date:** May 2019  
**Next Review:** May 2020

## **Downs view Infant School SMSC POLICY**

At Downs View Infant School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore 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 and an appreciation of the diversity and richness of the cultures. Our underlying values “Altogether we learn, love, respect and have fun” encompass these values and are adhered to throughout all we do at Downs View.

### **Guidelines**

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

A teacher’s plan for class-based SMSC should be completed each term.

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.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure 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.

### 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.
- Support children's mental health, giving additional intervention where needed.

### 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.
- Understand the need for rules and follow agreed ones within the classroom and wider schools “Golden Rules” which have been made accessible for all with simple signs and symbols.
- 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.
- Provide opportunities to collaborate with other schools through workshops, enrichment days and CAT’s group activities.

### 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.

## **Teaching and Organisation**

**School Ethos-** The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

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.

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, eg 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 – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

*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.
- Share photographs, illustrations and examples of children and their learning.

*Playtimes*

- During playtime, lunchtime and ID children are exposed to a variety of games and activities from an ever changing range of cultures and traditions.
- Children will be encouraged to learn and follow rules in games and activities.
- Playtime buddy roles taken on by Year 2 children enforce rules and give children responsibilities as they become the eldest in the school.
- Equipment is varied and suitable for a range of abilities.

**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 and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

### **Monitoring and Evaluation**

*Provision for SMSC will be monitored and reviewed on a regular basis.*

*This will be achieved by:*

- Monitoring of lesson plans and teaching and learning, by the headteacher and/or any other staff.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Pupil voice stickers used across all subjects as evidence of work.
- Audit of Collective Worship policy and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP/SIP.

### **Ofsted view on Provision for Spiritual, Moral, Social and Cultural**

Ofsted refers to SMSC under leadership and management; referring explicitly to 'providing a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and that promotes their good behaviour and safety and their spiritual, moral, social and cultural development' and 'engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.' The grade descriptors for outstanding refer to 'the school's curriculum providing highly positive, memorable experiences and rich opportunities for high quality learning' which have a very positive impact on all pupils' behaviour and safety and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development'<sup>2</sup> and for good to 'well organised, imaginative and effective opportunities', again mentioning breadth.

The Ofsted evaluation schedule emphasises that inspectors must consider how well the school promotes all pupils' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through

interactions with teachers, other adults and the local community as shown by pupils:

- being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- developing and applying an understanding of right and wrong in their school life and life outside school
- taking part in a range of activities requiring social skills
- developing awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- overcoming barriers to their learning
- responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature
- developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

## **Review**

This policy will be reviewed in accordance with the policy review schedule.

Review Date: May 2020