



'Dedicated to Excellence ... Learning For Life'

Policy on Spiritual, Moral, Social and Cultural Education and promoting fundamental British values

SMSC in our School

At Whitehall Primary we endeavour to provide an inclusive environment ensuring children are successful learners, who are equipped with the secure foundations to lead a successful life in modern day Britain. We aim to inspire children to aspire and to make positive contributions to their community. We have a bespoke creative curriculum that ensures SMSC underpins the ethos of the school and develops pupils moral, spiritual, social and cultural understanding well.

At Whitehall Primary School, we provide a broad, balanced and enriched curriculum. The development is carefully planned to ensure a broad coverage and progress of all subjects across the key stages. We strive to provide a sense of awe and wonder that instils a thirst for learning therefore embedded throughout the curriculum are enrichment opportunities to make learning memorable through hands on learning experiences, hooks for learning and a variety of visits and visitors. Subject leaders play an important part in the implementation of the curriculum and assessing the impact, by leading a regular programme of monitoring, evaluation and review.

At Whitehall Primary school, we use our outdoor provision to complement our curriculum. This enables us to build young people's independence and self-esteem through experiencing the natural world. It provides children and young people a grass roots appreciation and respect for the outdoor environment, helping to build confidence and resilience.

Whitehall Primary School has a detailed calendar implementing all aspects of SMSC. This calendar is under constant review; so that we can take into account our rapidly changing world and learning opportunities, which arise. Our whole school community is built around our core values of Communication, Aspiration and Resilience.

Sport has a high profile at Whitehall Primary school and pupils are introduced to a variety of activities. Through collaboration with external Sports Coaching, the children are taught a wide range of skills including tennis, basketball, and multi sports to encourage fitness. Opportunities for children to participate competitively with other schools across the city enables them to develop resilience, build confidence and team building.

Additionally Whitehall Primary provides extended school provision. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of clubs after school hours and during lunch times.

The table below defines SMSC in our school; this enables subject leaders, SLT and parents to ensure that SMSC is covered.

SPIRITUAL	MORAL	SOCIAL	CULTURAL
Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help	Moral development is largely about choices, behaviour and how you live your life. It's also about personal and societal values, understanding the reasons for them and airing and understanding disagreements.	Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule	Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the

provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.	Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong	of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;	fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.
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How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school (Implementation)

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum with 2 planned theme days Assemblies Opportunities for quiet reflection Outdoor education Whole school Values – Communication, resilience and Aspiration	RE curriculum plans, include a multi-faith approach based upon the Leicestershire SACRE document. Visiting places of worship Whole school assemblies and Community assemblies Outdoor learning Residential visits Religious celebrations Visits from faith groups Time in assemblies and within class to

	reflect upon SMSC values
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Moral Development

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school- School code of Conduct/Golden rules
- Promoting racial, religious and other forms of equality
- 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 – Class charter
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

Moral Development	
Provision	How it is evidenced
School behaviour Policy, Code of Conduct and Golden Rules Religious Education curriculum and PHSE curriculum Pupil Voice Taking part in Charitable projects Assemblies	Regular reminders to follow the school code of conduct or Golden rules/SCC House points for good behaviour Anti-bullying activities and Anti-bullying E-Safety teaching Whole school Assemblies and the explicit discussion of school values. Circle times Child participation in a range of pupil groups: School Council, Fair Trade reps, Eco Committee and anti-bullying ambassadors Charity appeals Singing at the local Nursing homes

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Social Development

At Whitehall Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- 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,

Social Development	
Provision	How it is evidenced
PSHE & RSE Curriculum Working together in teams Pupil Voice Extra-curricular activities Outdoor Education PE curriculum Cross phase working Links with a local Special school	Pupil Groups including: School Council, Fair trade reps, Eco Warriors and House point Captains Reading buddies – Yr 5-6 to support younger pupils Year 6 – Lunchtime responsibilities Year 6 – Lunchtime buddies to support younger children at lunchtime. Residential visits in year 6

	Educational visits Afterschool & lunch time clubs including: football, Lego, choir, Dan Ukulele for Year 5 Participation in Music events: Choir singing at DeMonfort hall and Transition visits Participation in Charity support: Children in Need, Red Nose Day Participation in Sporting events School house sports competitions Summer & Christmas Fundays to raise funds for the school
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Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Cultural Development	
Provision	How it is evidenced
School Visits Participation in the creative curriculum Curriculum MFL	School visits to museums, galleries, concerts, theatre visits & places of worship Meeting authors Opportunities to take part in school productions /Performances Opportunities for individual instrumental lessons Visits from people of different cultures – Connecting Classrooms project MFL teaching

Special Needs and Inclusion

All children will be given suitable learning challenges responding to their diverse learning and social, emotional or physical needs and to overcome potential learning barriers to learning and assessment. Special provision or extra help will be given to children who need it at both ends of the learning spectrum. Refer to Special Educational Needs policy

Equal Opportunities

All children will be given equal value with regard to ethnicity, gender and cultural background. Refer to DDA & Accessibility policy and Equality Policy.

British Values – See British Values Statement.

An understanding of fundamental British values, their place within British Law, and their impact on our daily lives, will be taught explicitly and implicitly within both schools at age appropriate levels, and whenever the need arises because of Local, National International or Global issues.

Impact of SMSC

Impact of SMSC is evident in the mind-set of the children, also evident in displays, articulated through fundraising activities, assemblies, displays and in children's work. It is evidenced in Folders in Year groups, reviewed and evaluated by SMSC co-ordinator. Curriculum subject leaders evaluate their own areas and feedback to SMSC co-ordinator.

The Head teacher and governors will monitor and evaluate these areas. i.e. attending assemblies, observing lessons, learning walks, book scrutiny and observing attitudes and behaviour throughout the school.

Policy Review Date: January 2021