Anchorsholme Academy Spiritual, Moral, Social and Cultural (SMSC) Education Policy

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Statement of intent

At Anchorsholme Academy, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.
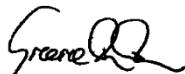
Through this policy, we will help pupils to develop an inner discipline and encourage them to; not just 'follow the crowd'. They will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our pupils is cross-curricular and not limited to specific SMSC lessons.

Aims

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
- Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

Signed by:

Greene	Headteacher	Date:	17/01/2024
L Breakwell	Chair of governors	Date:	17/01/2024

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'

1.2. This policy operates in conjunction with the following school policies:

- Safeguarding and child protection Policy
- Online E-safety Policy
- Behavioural & Discipline Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy (including COVID-19)
- Special Educational Needs and Disabilities (SEND) Policy
- British Values Policy
- PSHE Policy
- RE Policy

2. Guiding principles

Spiritual development

2.1. The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, 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.

Moral development

2.2.   The moral development of pupils is shown by their:

- 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 their ability to understand and appreciate the viewpoints of others on these issues.

Social development

2.3.   The social development of pupils is shown by their:

- 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

2.4.   The cultural development of pupils is shown by their:

- 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 the 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 continuing to develop Britain.
- Willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

3. Cross-curriculum teaching and learning

3.1.   SMSC education will take place across all areas of the curriculum.

3.2.   SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education.

3.3.   All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

3.4.   In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

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

3.5.   Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

3.6.   We may use the following methods to help pupils develop an understanding of how they can influence decision-making through the democratic process:

- Engaging with the school council process
- Hearing pupils' voices through suggestion boxes and audits.
- Establishing monitoring roles for pupils, e.g. prefects, head boy, head girl and deputies, class monitors, lunch monitors, register monitors, assembly

monitors and cloakroom monitors, to allow pupils opportunities to deliver messages and look after younger pupils
- Appointing playground buddies
- Writing balanced arguments in English lessons
- Providing pupils with opportunities to take part in debates and public speaking activities

3.7. We may use the following methods to help pupils develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality and behaviour
- Setting classroom and school rules
- Adopting 'The Anchorsholme Way'
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Encouraging pupils to behave appropriately at mealtimes and during playtimes.

3.8. We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days e.g World Culture Day.
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring morals through PHSE lessons, stories and assemblies
- Arranging visits from various religious leaders
- Blocking out times in the timetable for in-depth religious study
- RE lessons

3.9. Additional practical activities to encourage pupils' SMSC development include:

- Working together in different groupings and situations.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and evaluating food from other countries.

- Studying the contributions to society that certain famous people have made.

3.10. Teachers will help pupils' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

4. Community links

4.1. The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:

- School Fundraising activities, including the PTFA.
- School choir, drama group and dance troupe participating and hosting local events in the community.
- Community visitors, e.g. local police, RNLI, mental health professionals & Sports coaches.
- Generation Friends group at Anchorsholme library.

5. SMSC matrix

5.1. The SMSC matrix located in the appendices shows where spiritual, moral, social and cultural education, respectively, are embedded into subjects and provides evidence of their inclusion.

6. Promoting fundamental British values

6.1. We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2 during relevant history lessons
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

6.2.   Through our SMSC programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made & applied within the U.K.

6.3.   By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

6.4.   The school is not obliged to promote teachings, beliefs or opinions in conflict with its own. But we will not promote discrimination against pupils or groups based on their belief, opinion or background.

7. Monitoring and evaluation

7.1.   We listen to the views of our pupils and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- An annual pupil questionnaire.
- Pupil/teacher meetings.
- An annual parents' questionnaire.
- Parents' evenings/meetings.

7.2.   SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the RE curriculum coordinator, the head-teacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

7.3.   This policy is reviewed on an annual basis by the RE Curriculum coordinator and head-teacher.

7.4.   The next scheduled review date for this policy is July 2022.

Appendix A: SMSC Matrix

Complete the matrix to demonstrate where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities, and to provide evidence of their inclusion.

Activity or lesson	Does it contain spiritual education?	What evidence can you provide?	Does it contain moral education?	What evidence can you provide?	Does it contain social education?	What evidence can you provide?	Does it contain cultural education?	What evidence can you provide?
Maths			✔	Sharing equally	✔	Money management	✔	Budgeting
English			✔	Fables in texts	✔	Variety of texts with morals and messages	✔	Texts from a variety of countries and cultures
Science			✔	Learning about global warming, climate change, renewable energy sources and recycling. Having a moral obligation to look after our planet?	✔	Science topics based around the global community, e.g. medicines & engineering	✔	Learning about a variety of scientists from around the globe. Evolution verses Religion discussions
Art					✔	Art as a focus within communities	✔	Art and artists from a variety of places and cultures
History			✔	Learning from events of the past	✔	How past events effect current local and national policies	✔	Learning about and from historical events across the globe
RE	✔	Learning about religious stories and linking to	✔	Learning from religious stories and linking to personal beliefs	✔	Linking societal matters from the past to	✔	Learning about a variety of religions from

Subject	✔		✔		✔		✔	
		personal beliefs				those in the present		around the globe.
PE					✔	Teamwork and supporting others		
Geography					✔	Linking global anatomy to societal structures	✔	Visualising global anatomy and linking to relevant cultures
Music	✔	Linking different genres of music to personal emotions			✔	Listening to music from a variety of eras, composers and places	✔	Listening to music from a variety of eras, composers and places
IT					✔	e-mailing, social networking & coding		
Assemblies	✔	Topics based on PSHE talking points, e.g. emotions & personal responses to different situations	✔	Stories shared containing morals and messages	✔	Topics based on community and teamwork	✔	Stories and events shared from around the globe
Trips	✔	Experiencing new and varied emotions inspired from visiting new places	✔	Appreciation of events from the perspective of others	✔	Appreciation of events from the perspective of others Collaboration	✔	Learning about a variety of places, people and events
Languages					✔	Linking words from different languages and	✔	Learning about people, their alternative

						investigating root meanings		cultures & their relevant history
Charity events	✔	Linking good deeds and volunteering to personal emotions	✔	Behavioural choices: the right thing to do	✔	Behavioural choices: the right thing to do		
School council		Empathy, thinking of others	✔	Considering the needs of everyone within a community	✔	Considering the needs of everyone within a community	✔	Considering the needs of everyone within a community

Key considerations	Yes	No
Are all aspects of SMSC evident when pupils move around the school?	✔	
Are all aspects of SMSC reflected in classroom and corridor displays?	✔	
Does the school website reflect a consistent approach to all aspects of SMSC?	✔	