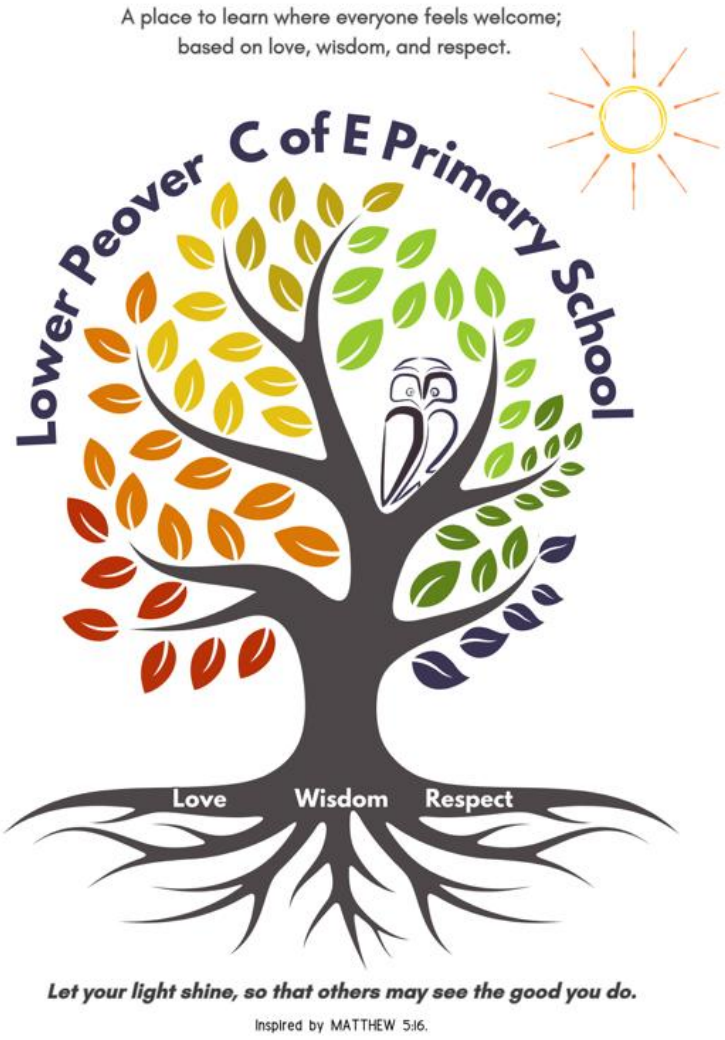

Spiritual, Moral, Social & Cultural (SMSC) Policy

Review Date:	**October 2027**

At Lower Peover CE Primary School, the children and their learning are at the very heart of every decision made. SMSC is at the very heart of all we do at Lower Peover, and its impact is seen both in and outside of the classroom. We believe strongly in a holistic education for our children, rooted in Christian values, which will equip them for life in an ever-changing society.
At Lower Peover CE Primary School we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve and also to relate fully to the world in which we live.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs whilst respecting the values and beliefs of others,
- their own spiritual awareness, of their own 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 other cultures,
- the difference between right and wrong and have the skills necessary to make judgments independently and appropriately.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos at Lower Peover is an essential ingredient of school success.

Spiritual development
Spiritual development enables people to look within themselves at their human relationships, at the wider world. The Spiritual development of all our children is addressed through the ethos of the school. As a church school we include Christian Spiritual practices such as, prayer, worship, celebration of festivals and reading/reflection on the Bible within Collective Worship, RE and the wider curriculum.

We are committed to providing learning opportunities that will enable pupils 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
- develop a sense of enjoyment and fascination in learning about themselves, others, and the world around them
- use their imagination and creativity in their learning
- be willing to reflect on their experiences
- develop into self-assured, confident, happy, positive young people
- sustain their self-esteem throughout 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
Moral development: knowing what is right and wrong and acting on it accordingly.
We are committed to encouraging pupils to:

- be truthful and honest
- respect the rights and property of others, their opinions, and customs, even when they are different from our own
- help others
- solve differences of opinion in non-violent ways
- 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

- understand the consequences of their behaviour and actions
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
- recognise the unique value of everyone
- 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
- develop their own moral sense and distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements
- understand the impact of their actions on other people

Social development
Social development: developing an understanding of rights and responsibilities of living in a community of being a "responsible citizen".

We aim to promote opportunities that will enable pupils 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
- demonstrate a 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
- accept and engage 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
- develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain
- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- to have the confidence to undertake difficult tasks
- encounter a wide range of experiences
- question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
- develop an understanding of their individual and group identity
- learn about service in the school and the wider community and develop an understanding of the roles within our community – police, healthcare, the Post Office, Parliament etc
- know the value and importance of making a positive impact on the lives of other people

Cultural development
Cultural development: knowledge and understanding of others' cultural traditions.

We aim to promote opportunities that will enable pupils to:
- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand, appreciate, and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, sporting, and cultural opportunities
- interact easily with people of different cultures and faiths
- explore, improve understanding of and show respect for different faiths and cultural diversity
- 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

- 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

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- providing an appropriate range of effective teaching and learning strategies that enables pupils to reflect on and respond to the issues of SMSC importance and concern
- maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure subject leaders understand SMSC education in their subject
- recognising the importance of our Collective Worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development.

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 their enthusiasm for and modelling of learning.

Teachers at Lower Peover C.E. Primary School 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. Assemblies, lessons, class discussions, extra-curricular activities and circle time will give pupils opportunities to:

- talk about personal experiences and feelings
- listen and talk to each other
- agree and disagree
- express and clarify their own ideas and beliefs
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- develop self-esteem and a respect for others
- show empathy
- develop a sense of belonging
- speak about difficult events, e.g. bullying, death etc
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc
- develop an awareness of treating all as equals and accepting people who are physically or mentally different.
- take turns and share equipment
- work co-operatively and collaboratively

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 to develop a sense of responsibility to it.