



# FST Primary Schools Federation

## Spiritual, Moral, Social and Cultural (SMSC) Education Policy



*Love, Learn and Grow Together*

*At Foston CE (VC) and Terrington CE (VA) Schools, our commitment is to exploring sustainability, affirming diversity, embracing community, and inspiring creativity. Our core Fruit of the Spirit values of love, joy, patience, and self-control are rooted in the words of St Paul (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff, building an ethos where all can flourish.*

*At Stillington Community Primary School our commitment to exploring sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.*

**Date Agreed: January 2024**

**For Review: January 2027**

Foston CE (VC) Primary School  
Foston  
YO60 7QB

Stillington Community Primary School  
Main Street  
Stillington  
YO61 1LA

Terrington CE (VA) Primary School  
North Back Lane  
Terrington  
YO60 6NS

At FST Primary Schools Federation, 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 other cultures.

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.

The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to a range of alternative views.

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.

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 in line with the school's behaviour policy.

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.

### **Our 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.

### **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.
- Take action for justice.
- Make informed and independent judgments.

### **Social Development**

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

- Develop an understanding of their individual and group identity.
- Develop an 'I can do' philosophy.
- Develop their out of school hours learning.

### **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 influence 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.
- Learn an additional language (to raise pupil aspirations and promote internationalism)

### **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.

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

Class discussions and Collective Worship will provide 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, both within the school and within the wider community.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg 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.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

**Practical activities to develop SMSC will include:**

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at mealtimes.
- Taking responsibility e.g. class monitors, school council, collective worship council, looking after younger children.
- Encouraging teamwork in PE, games and out of school hours learning.
- Showing appreciation of the performances of other children regardless of ability.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Links with the local community made through the encouragement of parental involvement in school life.
- Participation in live performances.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers, and musicians.
- Opportunities to make and evaluate food from other countries.

- Opportunities in music to learn songs from different cultures and play a range of instruments.

### **Links with the wider community**

Visitors are welcomed into school. Links with local places of worship are fostered through children visiting and visitors coming 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 (weekly newsletter, school website).

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

### **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans and teaching and learning.
- Pupil and parent voice
- Regular discussion at staff and governors' meetings
- Sharing of classroom work and practice