



ENSTONE PRIMARY SCHOOL

SMSC POLICY

(incorporating British Values)

Spiritual, Moral, Cultural and Social Education: Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development 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 socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences, including British values, that have shaped their own heritage

- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Aims

At Enstone Primary School we wish for our pupils to be happy, motivated and achieving. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The school will help the students to develop an inner discipline and will encourage pupils 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 to the choices that they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

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 mystery
- 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 will develop an ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Enstone Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- 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
- 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
- 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
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time, Social Skills groups and PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, house points, Star of the Week and other means that highlight both academic and social achievements (please refer to Good Behaviour Policy).

Social Development

At Enstone 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 or 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 an 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
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain, developing British values, and throughout the world. This can be done through music, PE, art, RE and many other curriculum areas. At Enstone Primary School this is shown in our long-term foundation subject plans.

Pupils 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 pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- 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
- Planning opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, Eco Council and School Council

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

Appendix 1 provides details of SMCS activities that are covered at Enstone Primary School, with Appendix 2 focusing on how we promote British Values throughout the curriculum.

Date Adopted: December 2024

Review Date: December 2027

Signature of Chair of Governors:



Signature of Headteacher:



APPENDIX 1: SMSC at Enstone Primary School

Area	Activities/actions	Impact
Spiritual	<p>Vicar in school for termly assemblies</p> <p>Visits to places of worship</p> <p>Reflection or prayers in assembly</p> <p>“Thinking Stories” assemblies</p> <p>Fundraising for Children in Need, Comic Relief, Oxfordshire food banks and many other local, national and international charities.</p>	<p>Raised awareness of spirituality within community</p> <p>Appreciation different places of worship and what they provide to their communities.</p> <p>Raised understanding of the benefits of thinking and reflecting</p> <p>Children have chance to develop thinking and reflection skills</p> <p>Children have opportunity to consider needs of others and how these can be addressed</p>
Moral	<p>School Values and British Values</p> <p>Junior Citizen – Y6</p> <p>IMPS – Y6</p> <p>PSHE in every class</p> <p>Sex Ed in Y5/6</p> <p>CEOPS training in all classes</p> <p>Restorative approaches to conflict across the school</p> <p>Cycling proficiency provided for Y6 children each year</p> <p>Safeguarding policies and training in place</p>	<p>Development of intrinsic British values and preparing children for life in 21st century Britain</p> <p>Life skills preparation through real-life contexts</p> <p>Confidence at managing personal emotions</p> <p>Children prepared for life in modern 21st century Britain</p> <p>Children better equipped to deal with problems</p> <p>Provides holistic approach adapted to the needs of each child</p> <p>Children able to safely ride their bike with awareness of dangers and their responsibilities as road users.</p> <p>School is following its statutory duties and protecting the welfare of all pupils</p>
Cultural	<p>Equalities policy and plan in place</p> <p>Links with other partnership schools and secondary schools for pupils (sports tournaments, MfL, AIM workshops) and for staff (CPD)</p> <p>Yearly “Musical Extravaganza” and House Festival</p> <p>Bi-annual “International Week” or “Global Learning” week.</p> <p>Global Learning Project</p>	<p>Equal opportunities for all regardless of sex, race or gender</p> <p>Experience cultures of other schools</p> <p>Raises profile of music and the arts in school and enhances school’s reputation</p> <p>Children learn about another culture through visiting speakers/workshops/food tasting, etc.</p> <p>Increased knowledge and appreciation of global issues.</p>
Social	<p>Playground toys and equipment</p> <p>Termly “House” sessions with mixed age groups R to Y6</p>	<p>Improved social skills of co-operation/sharing</p> <p>Developing nurture skills for older children working with younger pupils; role-models for younger children</p>

	<p>Play leaders and Sports Leaders</p> <p>School council and Eco Warriors</p> <p>Monthly contribution to local newsletter “The Ensign”</p> <p>Pupil Leadership – Y6 Prefects and Peer Mediators (also Play Leaders and Sports Leaders – see above)</p> <p>Open classrooms afternoons for parents.</p> <p>Visits to Enstone House (Residential Care Home) when possible.</p> <p>Clubs – wide range of lunchtime and after-school options</p> <p>Daily aerobics</p> <p>Chipping Norton partnership events and tournaments</p> <p>Residentials in alternate years for Y3 or Y4 and then Y5 or Y6</p> <p>Weekly newsletters</p> <p>Friendship “Buddy” bench</p> <p>Anti-bullying policy in place</p> <p>‘Bridge club’ for vulnerable pupils as part of transition for secondary school. For all, visits from and to secondary schools</p> <p>FOES events over course of year, e.g.: quiz night, Christmas extravaganza, summer fete, refreshments at events/assemblies, Christmas performances etc., school disco/bingo night.</p>	<p>Y5/6 children receive training for and then take responsibility for leading/managing games for younger children during particular playtimes</p> <p>Children across the school have opportunities to develop the school through fund-raising and leading school projects</p> <p>School maintains positive contact with the local community</p> <p>Leadership responsibilities for older children</p> <p>Children appreciate the positive benefits of the school in promoting it to the wider community</p> <p>Children interact with elderly members of our community</p> <p>Children enjoy the benefits of extra-curricular learning and mixing with others to do so</p> <p>Small groups of children work together to choreograph a simple dance routine to engage children in learning at start of each day</p> <p>Children have the opportunity to socialise and mix with other children their age in a broader social context</p> <p>Alternative curriculum in wider social context and many benefits this brings</p> <p>These provide home-school-community links</p> <p>Children are encouraged and given the opportunity to develop positive relationships with others at playtimes</p> <p>All stakeholders are confident that anti-bullying is high on agenda and issues will be resolved fairly and consistently</p> <p>Children feel confident about their transfer to secondary school and make smooth link from primary to secondary</p> <p>Strong community and family links promoted, raises profile of school, opportunities for children and parents to mix in a wider social context</p>
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Democracy

- Children involved in Democratic processes, e.g. School Council and Eco Warriors are democratically elected by peers, pupil voice represented in deciding rewards and incentives etc.
- School Council membership
- Eco Council membership
- Democracy linked lessons and assemblies, e.g. visiting MP.

Tolerance

- School involvement with Global Learning Project, which supports multicultural learning across the curriculum.
- Bi-annual International Week
- Stories from world faiths and cultures
- Workshops e.g. African drumming/folk music
- Curriculum e.g. Y2 Africa project, Y5/6 World Geography topic
- R.E. curriculum – follows the locally agreed syllabus and includes study of all major faiths
- Reflection opportunities in assemblies
- Visits to a range of places of worship
- Assembly speakers from different religions and cultures, e.g. Local Vicar, Humanist Society, Muslim speaker
- Equalities Policy and Plan and Accessibility Plan
- Peer mediators promote resolution behaviours and promote tolerance
- Inclusive school where children with SEND are supported and nurtured by their peers

APPENDIX 2

British Values

at

Enstone Primary School

Responsibility and Liberty

- School and class rules
- School values
- Pupils' roles and responsibilities in school, e.g. prefects, play leaders, sports leaders, peer mediators
- Visits from Fire Brigade and Police Officers
- Eco Schools "Green Flag Award"
- Home / school agreements
- Wide range of fundraising: local (food bank), national (Children in Need, Headway) and global (Oxfam Unwrapped, Comic Relief, Water Aid, Vision Aid)
- Junior Citizen
- IMPS (Injury Minimisation course for Y6)
- Lessons on healthy lifestyles as part of PSHE curriculum
- E- safety training
- Cycling proficiency training

Rule of Law

- School Behaviour policy – children involved through discussion in lessons
- Pupils have regular opportunities to reflect on the need for rules and laws, e.g. during assemblies
- Whole school behaviour challenges
- Pupil questionnaires relating to behaviour and safety
- Parent / carers questionnaires relating to behaviour and safety
- Police visits – talk to Y5/6 on age of criminal responsibility, all pupils on internet safety and rules
- Class contracts
- Home/School Agreement

Mutual Respect

- PHSE curriculum.
- GLP learning through whole school assemblies and across curriculum topics.
- Positive relationships encouraged and modelled
- Inclusive ethos
- R.E. curriculum
- Anti-bullying leaflets for parents and children
- E-safety training
- School Council
- Eco Council
- Partnership Sports link with local schools and participation in competitions and tournaments
- Intra-school events and competitions
- Inter-house events and competitions