



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT POLICY**

The purpose of this document is to ensure that the Proprietor and staff of Bright Futures School effectively manage the SMSC curriculum, and that the school complies with the legal requirements of the National Curriculum and DfE guidance.

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

### **INTRODUCTION**

At Bright Futures School we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures
- British values of democracy, liberty, tolerance, rule of law and respect.

All staff will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Pupils will be helped to differentiate between right and wrong in as far as their actions affect other people. Use will be made of mind maps for social communication breakdowns to resolve misunderstandings and see different perspectives. Pupils 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 as well as school's guiding framework (based on the principles of RDI) reflect, reiterate, promote and reward acceptable behaviour e.g., staff will spotlight pupils or being kind and respectful. Opportunities are also taken to celebrate pupil's work and achievements e.g., photos and certificates in memory books.

Curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources. Examples include ASDAN modules and challenges such as "beliefs and values".

Although some of our pupils may find it difficult to articulate their feelings and concerns, staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Bright Futures School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

## **AIMS**

To ensure that everyone connected with the school is aware of our values and principles. This is reflected through our website, parent information and pupil behaviour contracts and through the organisational values, communication framework and mission statement that we developed as a staff team in early 2021.

To ensure that a pupil's education including our social communication programme 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. This is demonstrated through our behaviour framework which is both general and specific to individual pupils.

To give each pupil a range of opportunities, facilitated through a personalised timetable, 1-1 work and guiding, 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. Opportunities include work experience and PPR.

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 child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility. PHSE, guiding and the use of mind-maps often present these opportunities.

## **LEARNING AND TEACHING**

As a high percentage of our timetable is based on 1-1 work, there are many opportunities to open discussion and debate around the following areas:

**Spiritual Development** – at Bright Futures School we aim to provide opportunities that will enable our pupils to:

- sustain their self-esteem in their learning experience (guiding is based on staff facilitating experiences of competence as a priority)
- develop their capacity for critical and independent thought (mind maps, guiding objectives that are focused on perspective-taking and collaboration)
- foster their emotional life and express their feelings
- experience moments of stillness and reflection (Ready to learn sessions; guides model and facilitate the 'study response' in pupils, as well as using a slow pace and judicious use of pausing to enable thinking)
- discuss their beliefs, feelings, values and responses to personal experiences

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- form and maintain worthwhile and satisfying relationships (guiding develops friendship competencies and nurtures of friendships)
- reflect on, consider and celebrate the wonders and mysteries of life.

**Moral Development** – at Bright Futures School we aim to provide opportunities that will enable our pupils to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes (guiding work especially around Stop & Think, Get the Facts and Episodic Memory work)
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements- taking different perspectives.

**Social Development** – at Bright Futures School we aim to promote opportunities that will enable our pupils to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community (work experience)
- begin to understand the need for social justice and a concern for the disadvantaged (Food bank, links to Nursery school in The Gambia).

**Cultural Development** – at Bright Futures School we aim to promote opportunities that will enable our pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society (PHSE and citizenship)
- develop an understanding of their social and cultural environment.

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Humanities and to Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. Our close-knit team provides highly individualised input for different pupils at specific times in their lives as appropriate.

Through 1:1 and small group discussions we will give our pupils opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, e.g., bullying, death etc
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop skills and attitudes that foster the development of empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- listen and talk to each other
- develop an awareness of treating 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.

Throughout our teaching and group work we provide different activities in appropriate areas of the curriculum, as appropriate for the age of pupils, which highlight British Values. This includes material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, in contrast to other forms of government in other countries and we:

- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes e.g. PPR; pupil feedback surveys
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths and foster respect for and tolerance of those with different faiths and beliefs as well as those without faith.

We expect that pupils should understand that while different people may hold different views about what is right and wrong, all people living in Britain are subject to its law.

Examples of areas and topic work may include:

- Debates and discussions
- British playwrights, authors and poets
- Group work encourages students to work as part of a team and helps them to understand how different people solve problems in various ways.
- Perseverance, take risks and try different methods to complete maths problems
- Follow rules for safety in science
- Alcohol, tobacco and illegal drugs
- Practical activities require students to engage in team work and show mutual respect for each other
- Elizabethan poor laws
- Wars with British involvement
- How places have been changed by the contexts and processes that change them
- Global warming
- Environmental issues – recycling
- Research into views and beliefs of others.

Practical activities to develop SMSC may include:

- working together in different groupings and situations including work experience and voluntary work, preparing for and helping with the craft fair
- encouraging pupils to behave appropriately at meal times
- taking responsibility e.g. end of day jobs, helping look after younger children
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- meeting people from different cultures and countries
- participating in a variety of different educational visits

- celebration of other cultures, e.g., festival days, the patron saints and national celebrations
- opportunities to make and evaluate food from other countries
- studying the contributions to society that certain famous people have made
- studying and discussing human rights and the Equalities Act including our responsibilities not to discriminate against people from groups with protected characteristics (see Appendix 1)
- Guiding sessions

The DfE published guidance on SMSC to support a change in the Education (Independent School Standards) (England) (Amendment) Regulations 2012 which came into effect in 2013. This departmental advice is based upon the revised standard and focuses on the revisions that relate to this area:

**Standard 5(1)(a)(v):** assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

**Standard 5(1)(a)(vi):** encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Bright Futures School takes account of this guidance including a number of suggestions for how the school might meet these standards including **“Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and beliefs such as atheism and humanism.”**

## LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Links with the local churches are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures (ASDAN modules.)
- The school supports the work of a variety of charities (Foodbank, Children in Need, Sports Relief.)
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Pupils will be encouraged to appreciate and take responsibility for their local environment.

## MONITORING AND EVALUATION

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

- monitoring of ASDAN work and PSHE & CITIZENSHIP teaching and learning
- regular discussions at staff and management meetings and morning briefings
- audit of policies

## IMPLEMENTATION OF POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

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## **DEFINITIONS**

### **Spiritual development**

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development and this is supported by BFS's strong focus on developing self-awareness and awareness of the needs of others via 'guiding'.

### **Moral development**

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable children to become increasingly responsible for their own actions and behaviour.

### **Social development**

Refers to the development of abilities and qualities that our Bright Futures pupils will need if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Personal development that results in greater ability to relate effectively to others is a central focus of the work of our school.

### **Cultural development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance of the cultural traditions of others.

**Bright Futures School.**

**Policy Updated and circulated to staff November 2019.**

**Updated January 2021; January 2022; reviewed Jan 23**

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