



Journeying to Excellence Through  
Faith and Learning

# Alice Ingham RC Primary School

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

**Last reviewed on:** January 2022

**Next review due by:** January 2023

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## **Statement of intent**

At Alice Ingham RC primary School, 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.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons. As a Catholic school, the school holds Catholic Values at the centre of all we do.

## 1. Legal framework

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'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

## 2. A whole-school approach to SMSC education

The local governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, 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 imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community 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 acceptance 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.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop 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.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- 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.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

### 3. Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE. The school has developed an [SMSC matrix](#), [which](#) shows where SMSC education, respectively, are embedded into subjects and provides evidence of their inclusion.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.

- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a school council
- Hearing pupils' voice
- Establishing monitoring roles for pupils, e.g. class monitors and cloakroom monitors, to allow pupils opportunities to develop and display leadership skills
- Appointing playground leaders
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching pupils about laws that are relevant to the school setting
- Teaching pupils about adults who fulfil roles designed to help others, 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
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

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, for example, International Day
- Teaching about different beliefs and cultures

- Exploring moral values through lessons, stories and assemblies
- Blocking out times in the timetable for study of a different faith

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

#### 4. Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities.
- School-community link organisations, e.g. St Patrick's Parish
- Hosting school events to which community members are invited as participants or audience members e.g. Summer Fair, Alice Ingham's Birthday Mass
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.
- GIFT Team work on raising funds/resources for local charities, food banks

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

## 5. Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- 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.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.

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 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.

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

## 6. Monitoring and review

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

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Annual policy audits.
- 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.

This policy is reviewed on an annual basis by the headteacher and pastoral lead, and any changes will be communicated to all stakeholders.



## 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?	How?	Does it contain moral education?	How?	Does it contain social education?	How?	Does it contain cultural education?	How?
Maths	✓	Make sense of the world around them and strive to enable each of our pupils to explore the connections between their numeracy skills and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes the	✓	Pupils are provided with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. For example, pupils are encouraged to analyse data and consider the implications of	✓	Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Pupils are always encouraged to explain concepts to each other and support each other in their	✓	Various approaches to mathematics from around the world are used and this provides an opportunity to discuss their origins. This includes different number systems from the Ancient Rome, Egypt and other ancient civilisations, We try to develop an awareness of both the history of maths

		spiritual growth of pupils. Pupils are encouraged to see the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully.		misleading or biased statistical calculations. All pupils are made aware of the fact that the choices they make lead to various consequences. They must then make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths.		learning. In this manner, pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.		alongside the realisation that many topics we still learn today have travelled across the world and are used internationally.
English	✓	Engaging with Poetry, Fiction and Drama. Exploring a range of	✓	Discuss and evaluate a range of social and moral	✓	How language has changed over time and social attitudes to language	✓	Exposing the children to a wide range of written and spoken language

		feelings and values in a wide range of genres		issues found in genres				from a range of cultures
Science	✓	Providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world	✓	Showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions about environmental and human issues.	✓	Exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively.	✓	Looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.
Art	✓		✓		✓			
History	✓	A sense of curiosity and the mystery of how and why	✓	To consider and comment on moral questions and	✓	Explore the similarities and contrasts between past	✓	Study, and be encouraged to gain an understanding of

		<p>events in the past happened and raises questions as to what could have happened if events had had different results. Resources are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we</p>		<p>dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of</p>		<p>and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p>		<p>and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p>
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		live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.		right and wrong are explored in connection with events from the past.				
RE	✓	Explore their own religious and spiritual identities, as well as those of their classmates. We invite our parish priest, Father Robert to our school to support children's learning and children participate in visits to places of worship. We celebrate significant	✓	Pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive	✓	Understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to	✓	Understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge,

		experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued. We create opportunities where children can develop awareness of the world and its capacity to inspire awe and wonder.		themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.		participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.		skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
PE	✓	Increasing their knowledge and understanding of the body's performance when exercising; this	✓	Encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils	✓	Developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating	✓	Giving children the opportunity to explore dances and learn games from different traditions and cultures including their

		<p>leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and</p>		<p>develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.</p>		<p>sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of</p>		<p>own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p>
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		wonder when observing elite performance from professional athletes and their peers.				enjoyment and determination.		
Geography	✓	Promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked	✓	Looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral	✓	Social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.	✓	Understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as and are introduced to their customs and traditions allowing pupils to develop their humility and an



		together and create the processes that make Earth the only known inhabited planet.		dilemma of importing food and the consequences of it on global warming.				understanding of the world as a global community.
Music	✓	Music can be a major part of many spiritual celebrations including in that of major religions as well as in meditative and well-being practises. Music also promotes a sense of wonder of the world.	✓	Showing children that different opinions need to be respected and valued. This may be personal likes and dislikes but also to do with the history or ways of production of music.	✓	Exposing children to the power of collaborative working in the musical arts. When undertaking musical performance children work collaboratively.	✓	Looking at how musicians and performers from a range of cultures have had a significant impact globally. It also helps children to understand how important music is to the economy and culture of the UK. Music is an inherently cultural and social experience as people enjoy going to musical performances.

Computing	✓	Looking at how Computing can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are exposed to the limitations and abuse of the internet where they question and justify aims, values and principles of their own and others' belief system.	✓	Looking at how Computing developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.	✓	Completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.	✓	How the technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.
Languages	✓	Encouraging a collaborative approach to learning	✓	Look, discuss and evaluate a range of social and moral issues found in other cultures	✓	Exploring new language and vocabulary.	✓	Exposing them to a foreign language and culture

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?	✓	