

Spiritual, Moral, Social and Cultural (SMSC) Development at Whitemoor Academy

The DfE state the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At Whitemoor, we have a thoughtful and wide-ranging promotion of pupils’ Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community. SMSC development and the promotion of British Values is at the heart of our work. It must be embedded throughout all lessons and every aspect of school life. It is whole school development, and not something that is simply covered in RE, PSHE lessons or SEAL.

Good/Outstanding Practice Guidance	How we promote it
SPIRITUAL	
<p>Ability 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</p>	<ul style="list-style-type: none"> - High expectations about pupil conduct as reflected in our Behaviour Policy and Single Equality Policy. - PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. Mutual respect is also promoted through the Thrive and TIS. - Regular Assembly topics for both Key Stage 1 and Key Stage 2 including key festivals in all religions and special days. <i>Please see assembly timetable.</i> - RE curriculum using The Cornwall Syllabus - Strong links with Whitemoor chapel which include weekly ‘Open the book’ and celebration assemblies, Harvest Festival celebration which supports the charity voted for by School Council, Easter Assembly and Christmas Carol Concert. - Visits to school from people of different religious beliefs
<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<ul style="list-style-type: none"> - Teaching through an exciting topic-based curriculum where all children are given opportunities to ask questions and explore their interests. Teachers have received training in the immersive curriculum and use this to plan engaging and thought-provoking lessons. - Weekly Celebration Assembly where children’s external activities are celebrated as well as in school achievements. - Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. - Children are encouraged to take opportunities to follow their interests in art, music, sport etc. We have a high number of pupils who take part in extra-curricular clubs that we have on offer. - We offer regular opportunities to learn outside of the classroom through outdoor learning, class trips and residential.

<p>Willingness to reflect on their experiences</p>	<ul style="list-style-type: none"> - Regular assemblies that give time for reflection of school values - Reflection of learning is built into lesson time with teachers valuing children's questions and giving them space to share their ideas and concerns. - Teachers encourage children to relate their learning to wider issues through asking how, why and where. - Circle time sessions - Quiet spaces made available to all children as required
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MORAL

<p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p>	<ul style="list-style-type: none"> - High expectations about pupil conduct as reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through awards connected to our assembly themes. - Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. - Visits from the local police officer / PCSO to explain about their role in society. - Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. - Recognise events such as 'internet safety day' and 'anti-bullying week'.
<p>Understanding of the consequences of their behaviour and actions</p>	<ul style="list-style-type: none"> - High expectations regarding pupil conduct as reflected in our Positive Behaviour Policy. Children are fully aware of the procedures for behaviour and the consequences. - Visits from the local police officer / PCSO to explain about their role in society. - Open and safe classroom environments for discussions about behaviour and consequences during PHSE and circle time sessions. - Additional Thrive and TIS support for children who require it.
<p>Interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues</p>	<ul style="list-style-type: none"> - Use of debate as a form of investigation into moral and ethical issues. - Sessions that focus on 'what's in the news' and current affairs to develop children's viewpoints - Development of pupil voice through school council. - Respect of diversity is part of school culture and any derogatory language or inappropriate attitudes are quickly challenged.

SOCIAL

<p>Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p>	<ul style="list-style-type: none"> - Links with other schools within the clay community, Cornwall (through Aspire events) and the wider community through collaborative projects. - Evidence of team work and collaborative working in lessons - Cross year group work and transition projects - End of term performances and events - Engagement with the school council and their responsibilities - Buddy systems
<p>Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively</p>	<ul style="list-style-type: none"> - Collaborative work with other local schools e.g. The big sing, Macbeth project - Inter-school events for sport - Competitive events for music - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Coffee mornings, Fund raising events, tree planting, Remembrance Day - Family learning through parental talks and work with PSA.
<p>Acceptance and engagement 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p>	<ul style="list-style-type: none"> - High profile pupil elections and democratic vote for School Council - Visits from local councillors, MPs, PCSO and police officers. Visits to local council offices and police station. - School Council choose how to raise money and fundraise for charities and are involved in whole school change. - Classroom debates and public speaking - Whole school assemblies on aspirations, talents and targets. - We encourage volunteerism in and out of school. Pupils (including those in Reception) have roles in school such as recycling officers / sports ambassadors and playground leaders and have various responsibilities. - Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum. - Tolerance of different faiths and beliefs is promoted through the Cornwall Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festival - Eco School Club promotes a care and understanding for protecting our planet and environment.

<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>	<ul style="list-style-type: none"> - Pupils are given opportunities to explore and learn about their local heritage and through links, visits and talks from workers in the clay industry. - Enrichment and themed days including St Piran's Day - Celebration of current events and festivals from the culture of others including Chinese New Year. - Global learning through Fairtrade / Brazil / Rights to go to school / challenging stereotypes / war and peace through remembrance.
<p>Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p>	<ul style="list-style-type: none"> - Sharing stories from other cultures and countries in assemblies - Visits to places of worship - Links with schools in different localities in Britain - Extra-curricular activities and residential trips
<p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p>	<ul style="list-style-type: none"> - Visits and talks from local MPs and parish councillors - Specific lessons on the role of parliament and Britain - Visits to The Houses of Parliament - High profile school council elections with democratic voting system - Circle time activities and 'What's in the news' lessons for current affairs.
<p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p>	<ul style="list-style-type: none"> - Children participate in Global learning opportunities each term. - Participating in themed days such as St Piran's Day, Roald Dahl Day or Chinese New Year. - Creative Thematic Curriculum: when studying other cultures links are made to art / music / crafts. - In literacy and assemblies, texts are shared from different cultures. Pupils are encouraged to choose varied texts from when reading independently. - In RE and assemblies, children will learn about different events in various religions' calendars. - Making links with global sporting events such as the Olympics and Football World Cup - Children take part in inter-school competitions and sporting events as well as in school events. These sports vary from football and netball to sports such as skiing and kayaking. - Pupils visit the theatre and take part in end of term productions which include musical productions, carol concerts and poetry recitals for their peers, parents and the wider community. - Opportunities for musicians and speech and drama pupils to perform to their parents.
<p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-</p>	<ul style="list-style-type: none"> - Staff training and policies. - Whole school culture for respect, equality and community cohesion. - Working with peers within school and links with other schools - Celebrations of global and religious events.

economic groups in the local, national and global communities

- The Cornwall Syllabus for Religious Education.