What is SMSC?

It is the **Spiritual, Moral, Social and Cultural** (SMSC) development of the children in our school. This is not a separate subject that is taught explicitly but an aspect of learning that should be present in lessons and behaviour in school. Some lessons lend themselves more easily to direct SMSC development, such as PSHE, Philosophy for Children and RE. We also aim to develop SMSC through worship, behaviour expectations and our attitudes in school.

British Values

As articulated in the Government's 'Prevent' strategy of 2011, we focus on the core British values, which are: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and the Tolerance of those of different faiths and beliefs.

Through our SMSC provision we:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and respect England's civil and criminal law.
- Encourage students to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect their own and other cultures.
- Encourage respect for other people.
- Encourage respecting democracy and supporting participation in the democratic processes. Respect on the basis on which the law is made and applied in England.

This underpins our ethos to develop SMSC in school. We ensure opportunities for developing British Values through our SMSC. To see examples that relate to British Values specifically, please see the document below (British Value Development Opportunities)

How do we ensure there are opportunities for SMSC development?

At Thornhill Primary School, we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We want to allow each child to explore social and moral issues, develop a sense of social and moral responsibility, and promote British Values. We, therefore, aim to provide an education that provides children with opportunities to explore and develop:

- Their values and beliefs
- Their spiritual awareness
- Their high standards of personal behaviour
- Their team and collaborative skills
- A positive, caring attitude towards other people

- An understanding of their social and cultural traditions
- An understanding of democratic processes and the law in England
- An appreciation and acceptance of the diversity and richness of their cultures
- Their opportunities to experience other cultures
- Their ability to celebrate each other's successes
- Their access to a range of educational visits

Our opportunities for SMSC development are continuously changing and evolving. Below are some examples of how we ensure children have this opportunity in school, but it is very much part of the ethos and vision of the school.

Spiritual

We encourage spiritual development during RE lessons and worship by welcoming and accepting the spiritual beliefs of others within our school community. We create opportunities for the children to experience stillness as well as reflecting on, considering and celebrating the wonders and mysteries of life.

Moral

We develop moral understanding and problem-solving through our behaviour expectations and PSHE lessons. We feel it is essential that children take the initiative and act responsibly with consideration for others, distinguish between right and wrong and make informed and independent judgements.

Social

We have a wide variety of opportunities for social development in school, such as:

- PSHE lessons
- Buddy system with older children supporting the play of younger children
- Social skills intervention groups
- Support sessions with the Parent Liaison worker
- A consistent behaviour policy with clear consequences and rewards (see behaviour policy and Dojo information)
- A restorative approach to supporting children to make good decisions.

We ensure all pupils have a voice through an elected school council who have the power to make changes in school and clubs. As a result, we develop an understanding of their individual and group identity, learning about service in the school and wider community and beginning to understand the need for social justice and a concern for the disadvantaged.

Cultural

The cultural development of our children is encouraged and supported through worship, RE lessons, understanding different cultures, themed weeks (for example, black history month) and welcoming and accepting the cultural beliefs of everyone in our school community. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. We recognise, respect and celebrate the value and richness of cultural diversity in Britain and how these influence individuals and society, as well as recognising Christianity as a worldwide faith.

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
- The school supports the work of a variety of charities
- 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
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with local secondary schools to support the primary curriculum and effective transition, which takes place regularly
- attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.