

The Crescent Academy



Social, Moral, Spiritual and Cultural Education (SMSC) POLICY

Reviewed: July 2024

Date of next review: July 2025

Signed (Board of Trustees):

.....Date

Signed (Head Teacher):

.....Date

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SMSC

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experience.

The moral development of pupils is shown by their:

- 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
- understanding of the consequences of their behaviour and actions
- 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.

The social development of pupils is shown by their:

- 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
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

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- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

- Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.
- Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND

Ofsted continue to put SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide. (Ofsted Inspection Handbook 2019)

This policy outlines how we will ensure that every child at The Crescent Academy has the opportunity to learn and develop as a young person, shaping the individual they aspire to be when they leave school through our SMSC provision of study.

The vision for SMSC is:

- Children develop a strong moral compass which enables them to make positive life choices.
- Children respect the diverse world we live in in terms of its array of cultures and faiths, as well as the feelings and values of the people within it.
- Children are provided with creative and imaginative opportunities to express and reflect on the vision of who they aspire to be in the future.
- Children are nurtured and taught to accept the viewpoints of others, allowing their constant learning to shape them as future members of the community.

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What children are learning

Through immersive days of learning, our children study the fundamental fields that are overarched by the social, moral, spiritual and cultural areas of personal development, listed within Ofsted documentation. Our curriculum map ensures that all children receive an even breadth of study across these four areas, and are given the chance to 'reflect' and build on each topic year upon year.

From the EYFS, where the basis of SMSC principles are built upon daily, to Year 6 where the layered heights of diverse subjects are explored in depth, imagination and creativity are always the vehicles through which SMSC is delivered. This is partnered perfectly with our whole school 'connect and wonder' approach. Topics are introduced with purposeful, engaging and relevant intent. The way in which our children 'express' their learning is also vast, varying and fun! Where possible, we use SMSC to marry its' learning to creative art forms such as drama, dance, music and art, forming further cross curricular links.

Our school Curriculum for SMSC is framed by composite and component questions. This format, organises learning and ensures progression is evident across each year group. Regular opportunities for retrieval and recall of previous learning are planned into learning before any new learning takes place.

Our Intent

Our intention is for all of our pupils to explore, reflect and evolve their vision of who they aspire to be as a person through their SMSC education. We strive for our children to leave school with a strong moral compass partnered with an informed and well-rounded view of the world.

From Year 1 to Year 6, SMSC is taught each half-term through a full day of learning. For each SMSC day, a topic is assigned that has been purposely selected to encompass a range of progressive subtopics. These are delegated to each year group in accordance to their academic level of content. This supports the whole school 'reflect and express' model whilst providing a progressive curriculum.

Within the Early Years Foundation Stage, our nurturing daily practise (see SMSC within the EYFS document) encompasses the fundamentals of SMSC. This ensures our children leave this stage, ready to start their formal learning journey with a well-developed foundation of moral grounding, respect and acceptance of diversity.

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Our Implementation

Each SMSC day starts by revisiting the prior knowledge and viewpoints covered in previous year groups. This then provides a start point from which new learning can take place and grow. SMSC promotes a wealth of discussion, sharing of viewpoints and debate as a tool for learning, showing that life principles are very rarely black and white and that every voice matters. These viewpoints become the root of pupil learning, making the learning personal and impacting on the children themselves.

The 'Network of Learning' document and 'Subject Roadmap' give staff members a clear picture of previously taught subjects to be developed further as the children move through school. Moreover, it gives a clear indication of where the learning is headed next, providing the bigger picture the learning aims to achieve.

The National Curriculum SMSC objectives (summarised in the SMSC Values document) are framed by composite and component questions. These build progressively throughout school. The 'Network of Learning' for SMSC evidences that these objectives have been tailored to adhere to popular culture, to target each strand of SMSC evenly and to provide an education that will produce open minded individuals.

All learning opportunities are recorded in class scrap books in whatever way the children would like to express their knowledge. This further lends itself to our creative and imaginative notion of learning.

SMSC monitoring takes place following each SMSC Day and is completed through classroom visits, pupil conversations and looking through a selection of Personal Develop Class Scrap Books.

Strategies we use for pupils with SEND and those who are disadvantaged in SMSC:

At Crescent we have a high ambition for all children to attain age related expectations throughout each of their early and primary years. This is achieved by:

- The nature of learning within SMSC is open ended and inclusive of all viewpoints. Within the first instance of a subject being introduced, there is no wrong but rather a start point for conversation. Once education has taken

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place, these perspectives can then begin to be challenged, solidified or changed in a nurturing manner.

- The outcome of SMSC study is often child led and individual to the learner. The concept of SMSC is very much about shaping each child individually rather than a whole class journey.
- Teaching of vocabulary and topical words will be done in a hands on and practical manner wherever possible. Social stories can be used to help children understand them further in addition to visuals and stories to aid further understanding.
- SMSC is a collaborative subject as viewpoints and experiences are shared. However, collaboration will be carefully considered as to who each child may learn best with.
- Sometimes learning maybe too open for a child to access and elements may need to be closed and structured. This will always be accommodated for.
- Appropriate scaffolding and adaptations will be made to learning as it would in any subject area.
- Careful thought to questioning and language level will be considered to suit the need of each individual child.

Our Impact

As a result of our SMSC provision, children will be knowledgeable across all four strands of SMSC and be able to discuss the terms and topics found within them. Furthermore, children will be able to recall prior learning, enabling new learning to take place more successfully and have more relevance within their learning journey. Importantly, our pupils will be able to explain what each matter means to them and validate their viewpoint based on what they have been taught and exposed to. Each layer of learning across the curriculum will help to form and shape the person our children wish to be, with a good internal understanding as to why they hold these values.

At The Crescent Academy, we believe that our children are the future of our community. We aim for our pupils to leave our school as valuable, principled members of society who can articulate their educated viewpoints and understand their place within a much wider world. We wish for our children to show respect to others, be accepting of difference and chance and to be able to articulate their own perspectives and experiences in the correct manner.