



The Vyne Community School

**Spiritual, Moral, Social and Cultural Policy
SMSC**

**Reviewed: April 2025
Next Review: April 2027**

Introduction

At The Vyne Community School we are committed to ensuring a happy and successful place of learning in a respectful environment where everyone feels safe and is valued, developed and supported to achieve their full potential both academically and more widely as a member of our communities. This exemplifies our attitude and approach to the importance of the development of all aspects of Spiritual, Moral, Social and Cultural (SMSC).

We champion and firmly believe in a holistic education, experience and curriculum that ensures that our pupils are 'rounded and grounded'. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

Through ensuring students' SMSC development, we also demonstrate we are actively promoting fundamental British values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance. British Values is embedded within our PSHE/Citizenship programmes of study and also embedded across our curriculum areas.

Democracy: Students are given many opportunities to take on responsibilities, develop leadership skills and become actively involved in the democratic process. In order to develop potential in all members within our school we hold elections for student leadership team positions across the school and provide many opportunities for students to develop their leadership qualities and drive change from a student perspective.

Rule of Law: The importance of laws, whether they be those such as the school rules or the country as a whole are consistently reinforced throughout the school day through our behaviour for learning policy, assemblies and the curriculum, particularly in Citizenship and PSHE where students are taught about our laws, where they came from and our criminal justice system.

Individual Liberty: We strive to prepare students to enter the world as independent, confident citizens that have a lifelong passion for learning and making informed choices throughout their lives. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice and support about how to exercise these safely, for example, through our teaching of online-safety in lessons, and during tutor time themes as well as through assemblies and student leadership opportunities.

Mutual Respect and Tolerance: Through our curriculum and pastoral support systems everyone in our school community can learn and thrive together in an environment of high standards, courtesy and consideration. The House System facilitates the promotion of mutual respect and support between students across different year groups where they work together to achieve goals. Mutual respect and tolerance of diversity is embraced throughout our curriculum and school community. In addition, there is a broad and balanced study of different religions in Religious Studies, celebrations of our cultural diversity in Citizenship and learning about the development of a multi faith, multicultural and multi-ethnic society.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised and pupils will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Students should learn to differentiate between right and wrong as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand their rights and accept their responsibilities and the need to respect the rights of others. School and classroom values should promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

General aims

We aim to ensure:

- That everyone connected with the school is aware of our values and principles
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background
- That children have a good understanding of their responsibilities and how to exercise them
- Through classroom activities and dialogue in the wider curriculum we will give the children opportunities to:
 - Share their achievements and successes with others
 - Talk about personal experiences and feelings
 - Express and clarify their own ideas and beliefs
 - Speak about difficult events, e.g. bullying, death etc
 - 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 the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

All 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 ideas, equipment and peers the opportunity to contribute
- Work cooperatively and collaboratively.

All curriculum areas plan and provide opportunities to cultivate:

Spiritual Development:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements
- Take action for justice

Social Development:

- Develop an understanding of their individual and group identity
- Helping others in the school and wider community.
- Student leadership and peer mentoring schemes across the school community

Cultural Development:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Encouraging teamwork in all group activities
- Showing appreciation of the performances of other children regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations
- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Studying the contributions to society that certain famous, historical and influential people have made.

Links with the wider community

- Visitors are welcomed into our school
- The school will support the work of a variety of charities, including the student selected school charity

- The development of strong home-school communication routes 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 Further Education Colleges to support the secondary curriculum.

Monitoring and evaluation

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

- Monitoring of teaching and learning and work scrutiny by SLT, Headteacher and Governors
 - Regular discussions at staff and governors' meetings
 - Audit of policies and units of study including the school's approach
 - We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our pupils develop the skills they need to achieve success and fulfilment in life.
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