



Spiritual, Moral, Social and Cultural (SMSC) Policy

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School or Trust Policy	School

We want to ensure that your needs are met.
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01637 303106 or email info@kernowlearning.co.uk.

Introduction

At Beacon our aim is to develop ALL children into well rounded individuals giving them the tools and confidence to succeed in life whilst empowering them to embrace their beliefs and understanding of others. We aim for all children to develop in all areas of S.M.S.C until they are ready to leave Beacon and continue their journey of education into KS3.

The Spiritual Moral, Social and Cultural Development of Children

The 1988 Education Reform Act requires schools to ‘promote the spiritual, moral and cultural development of pupils at the school and in society’ (paragraph 1:2) through the provision of a broad and balanced curriculum. Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social, and cultural development of children.

Why

We want our children to be curious about the world and we seek to ignite a thirst for knowledge through engaging, inclusive lessons that are adapted to enable all pupils to make progress academically, socially and spiritually. From this our Intent at Beacon is that every child experiences a curriculum which will enable them to personally flourish and as they progress into the next stage of their education, have the requisite skills to be successful, independent and motivated learners.

How

This is achieved through a challenging curriculum, underpinned by our core values; Believe, BeBrave and BeBrilliant. Our curriculum provides pupils with a range of experiences in order for their journey through Beacon to be successful and happy.

We also use our curriculum drivers from the Cornwall RE syllabus: The 2020 syllabus retains its emphasis on RE contributing to the personal development of pupils. RE is not simply about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils’ spiritual, moral, social and cultural development, as well as important opportunities for exploring British values.

Planning

From the ‘over-arching question’ that drives the learning and enquiry for each topic, lessons encourage children to be inspired and to see the possibilities and hope that comes with new learning. Lessons aim to develop critical thinking through opportunities to make links in learning, and through outlets to be creative, such as the arts, music and links to the community.

In active learning experiences, children are encouraged to think about their environment. Teaching encourages the development of growth and dignity, to persevere when faced with difficult and new challenges and to know what it means to live in a diverse world. (See whole school curriculum overviews).

Spirituality, Moral, Social and Cultural Education considers the 4 areas of: Self, Others, Beauty and Beyond to help children develop their spiritual awareness and foster a sense of responsibility:

The Spiritual Development of children is encouraged through:

- Developing children’s curiosity to ask questions.
- Awe and wonder, in outdoor learning, during school visits, visitors and workshops and inspiring lessons.
 - Connection and belonging, through whole school assemblies, school ambassadors, pupil councillors, and connections to our local churches and community projects.
 - Heightened self-awareness, daily opportunities to engage with an emotional check in, excellent personal relationships between all children and adults, strategies to build self-esteem and awareness in lessons and in P.S.H.E.
- Through opportunities for daily discussions, regular paired learning with high emphasis on oracy, emotional check-ins all contribute to the spiritual development of the children.
- A sense of security, well-being, worth and purposefulness through the opportunities provided for leading as a school ambassador, pupil councillor, anti-bullying ambassadors, sports-leaders, house-captains, dining hall ambassadors that encourage and praise and foster a culture of mentorship amongst our pupils.
- The ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people’s feelings, values and faiths. A key focus of our ‘whole school’ assembly and our ‘protected characteristics’ assembly promote these aspects.
- By promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- In developing the use of imagination and creativity in their learning.
- And by a willingness to reflect on their experiences.

The Moral Development of children is encouraged through:

- Teaching pupils to recognise the difference between right and wrong, take responsibility for their actions and developing codes of behaviour based on their knowledge of the moral codes, of their own and other cultures, for example, respect for property, care of the environment, and to have a respect for the civil and criminal law of England. (See behaviour policy).
- Respecting others’ needs, interests and feelings, as well as their own, and developing an ability to accept and appreciate that others may have a different viewpoint. Also, through growing an understanding of the need to review and re-assess their values, codes and principles in the light of experience, offering reasoned views about moral and ethical issues.
- Ensuring a commitment to personal values.
 - Promoting racial, religious and other forms of equality of the protected characteristics.
- Providing models of moral virtue through a wide range of literature, humanities, sciences, arts and assemblies; and reinforcing the school’s values through images, posters, classroom displays, etc.

The Social Development of children is encouraged through:

- By developing an interest in, and understanding of, the way communities and societies function at a variety of levels, such as the family, the school, the local community, the town, city, county, capital city and the wider world and understand the notion of interdependence in an increasingly complex society, identifying the key values and principles on which school and community life is based.
- In a willingness to participate in a variety of social settings, co-operating well with others including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds, promoting racial, religious and other forms of equality and be able to share views and opinions with others, fostering a sense of community, with common, inclusive values.

- Being able to resolve conflicts maturely, appropriately and effectively, exercising responsibility and encouraging pupils to work co-operatively. Open communication with parent/s and carers supports this working well.
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team-building activities, residential experiences and school productions.
 - A willingness to volunteer and reflect on their own contribution to society.
 - Show respect for people, living things, property and the environment.
- In acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs, attitudes towards these. British values allows the children to participate fully in, and contribute positively to life in modern Britain.
- Providing opportunities for engaging in the democratic process and participating in community life to exercise leadership and responsibility and to forge effective links with the world of work and the wider community- an example of this would be the voting in of school council members and science ambassadors.

The Cultural Development of children is encouraged through:

Gradually widening children’s experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum. We carefully plan progressively richer experiences from Reception and beyond, these are in line with our curriculum drivers; BeBrilliant, BeBrave and Believe.

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- An understanding and appreciation of cultural diversity within school and further afield
- as an essential element of their preparation for life in modern Britain, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- An ability to reflect on important questions of meaning and identity.
- An interest in exploring the relationship between human beings and the environment.
- By extending pupils’ knowledge and use of cultural imagery and language and
- encouraging them to think about special events in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts, sports and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school’s cultural links through displays, posters, workshops etc. As well
- as developing partnerships with other schools (including secondary schools of KS3) and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits.

Appendix 1

Spiritual Development	
Provision	How it is evidenced
<ul style="list-style-type: none"> • Religious Education curriculum • Assemblies • Opportunities for quiet reflection • Outdoor education • Whole school values woven into all we do including our assemblies. • Regular and purposeful P.S.H.E provision taught with our JIGSAW curriculum supporting this provision. 	<ul style="list-style-type: none"> • RE Curriculum plans • Visiting places of worship • Whole school assemblies and celebrations of values. • Outdoor learning • Residential visits • Christian celebrations such as: Harvest, Christmas, Easter and St. Piran’s Day. • Celebrations from other religions including Diwali from Sanatana Dharma. • Visits from other religious groups • Time to reflect upon learning and experiences. • Use of our ‘sensory spaces’ to support children in need of quiet, reflective time.

Moral Development	
Provision	How it is evidenced
<ul style="list-style-type: none"> • School positive behaviour Policy and Code of Conduct • Reflection space for children to consider own actions. • Religious education curriculum • Pupil voice • Philosophy for children • Taking part in charitable projects • Regular and purposeful P.S.H.E provision taught throughout JIGSAW curriculum. 	<ul style="list-style-type: none"> • Regular reviews of behaviour • Celebration of children’s achievements in and out of school. • E-Safety teaching • Nurture provision • Whole school assemblies and the explicit discussion of school values and the British Values • Weekly ‘Shine Brightly’ certificates are awarded and celebrated in school newsletter. • Child participation in a range of pupil groups: Science ambassadors, school council, sports teams, a range of clubs, school plays, key stage performances, choir recitals, reading buddy opportunities. • Charity appeals and other fund-raising opportunities. • Choir singings at local events and other community venues.

Social Development	
Provision	How it is evidenced
<ul style="list-style-type: none"> • Regular and purposeful P.S.H.E provision taught through our JIGSAW curriculum. • Working together in teams • Pupil voice • Extra-curricular activities • Transition opportunities to KS3 settings. • Outdoor education • PE curriculum • Residentials and other school visits • Links to other schools • Kernow learning trust joint schools council. • School council • Art Curriculum 	<ul style="list-style-type: none"> • Residential visits • School ambassadors • Educational visits • Afterschool clubs • Participation in music events • Transition visits • Play leaders, team captains. • Class reading opportunities. • Participation in charity support • Participation in sporting events • School house sports competitions

Cultural Development	
Provision	How it is evidenced
<ul style="list-style-type: none"> • School visits • Regular and purposeful P.S.H.E provision taught through our JIGSAW provision. • Specialist sports provision • Participation in the Arts through music events • Arts curriculum • MFL • Cultural capital experiences 	<ul style="list-style-type: none"> • School visits to churches, museums, galleries, concerts, theatre visits. • Meeting authors • Dance workshops • Opportunities to take part in school celebrations/productions. • Music and choir performances • Music instrument opportunities • Visits from people of different cultures. • Diverse visitors, including parents who share their careers inspiration, visits from uniformed clubs. • MFL • Sports day • Each year group participating in cultural capital experiences. • Residential visits from Y2-6 annually.

