

# Rushbrook Primary Academy

Policy name: SMSC Summary



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A member of Bright Futures Educational Trust



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[www.rpa.bfet.uk](http://www.rpa.bfet.uk)

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# Introduction to Social, Moral, Social and Cultural

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC. At Rushbrook Primary Academy, SMSC is at the heart of everything we do and say. We teach SMSC through assemblies, celebrations, Sunshine Days and PSHE lessons, but opportunities to grow as well-rounded students are seized by our teachers at every possible moment. We explore spirituality through our PSHE and RE curriculum, but also learn to value the beliefs of others through discussions and our Equality and Diversity Assemblies. We develop morality through our British Values units, but also through our behaviour policy as children learn right from wrong. Children learn about social values through our enrichment, sunshine days and extra curricular activities. Cultural awareness is developed through our wide range of events and celebrations throughout the year, including, Christmas, Eid, International European Day, Black Martin Luther King Day, Autism Awareness Day and many more. Every part of every day is an opportunity to develop skills in SMSC.

## **How are children are taught?**

SMSC and British Values is covered in our themed Sunshine Days throughout the year and through discussions in PSHE, where children debate and discuss ethical and moral issues within classes. It is not taught as a discrete subject, but something that is everywhere in our school: in lessons, in the playground, in our relationships, in our thinking, in our values. All staff at our school use every opportunity to discuss, reflect and develop children's knowledge and skills within SMSC and British Values.

## **Spiritual**

We encourage spiritual development during RE lessons, and by welcoming and accepting the spiritual beliefs of others within our school community. We create opportunities for the children to reflecting on, considering and celebrating the wonders and mysteries of life. We use class discussions to encourage children to develop their own personal beliefs and appreciate how it can differ from those around them. We have a daily reflection where children have the opportunity to discuss the Feeling and Superpowers of the Week.

## **Moral**

We develop moral understanding and problem solving through our behaviour expectations through PSHE lessons. We have an agreed charter for every classroom, which all children contribute to and sign at the beginning of the year. We look specifically at actions with a moral dilemma and discuss them to develop the children's understanding. We feel it is important that children take initiative and act responsibly with consideration for others; distinguish between right and wrong and make

informed and independent judgements, which is reflected in our school behaviour policy, where we encourage children to take responsibility for their actions.

### **Social**

We have a wide variety of opportunities for social development in school including: PSHE lessons; social skills intervention groups; a consistent behaviour policy with clear consequences and rewards (see behaviour policy) and a restorative approach to support children to make good decisions. We ensure all pupils have a voice through an elected School Parliament who have the power to make changes in school. 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. We use school trips to widen children's experiences of the wider world and the society around them.

### **Cultural**

The cultural development of our children including parliamentary systems are encouraged and supported through; RE lessons; Sunshine Days; PSHE lessons; Enrichment trips. Every half termly topic theme aims to provide a learning experience that will enrich the children's understanding of the world. 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.

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