

# Spiritual, Moral, Social and Cultural (SMSC)

## What is SMSC?

It is the Spiritual, Moral, Social and Cultural development of the children in our school. This is not a separate subject that is taught explicitly but an aspect of learning that is present in lessons and behaviour in our school. Rise Park Junior School focuses on developing these through '**cultural capital**'. Cultural capital is about preparing children with the knowledge and skills for what comes next. We realise the exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Ultimately, this leads to the growth of new forms of cultural capital that makes a difference in individual mindsets and shapes the future.

## British Values

As part of SMSC, Rise Park Junior School actively promotes the fundamental British values of democracy, The Rule of Law, individual Liberty, mutual respect and tolerance of those of different faiths and belief.

## Spiritual Development

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.



## Moral Development

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.



## Social Development

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.



## Cultural Development

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.



## Cultural Capital

Each year group has a 'Cultural Capital Challenge' for the children to complete over the year through school and home learning. These challenges relate to the five key areas above. We look forward to the children sharing their achievements over the next twelve months.

## 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 experiences

## 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
- 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

## **Ways we Promote SMSC at Rise Park Junior School:**

- Cultural Capital Challenge cards
- Questioning: Who am I? What are my personal views on right and wrong? How do I fit into my local and global community? What 'cultural capital' can I gain – and how will this inform my thinking around this, and other subjects?
- School Aim, Creed and Learning Powers
- Class and school rules
- Key roles and responsibilities in the school, e.g. School Council, Junior Travel Ambassadors, Eco-Warriors, Science Ambassadors, Playleaders, pupil voice etc
- Class portfolios documenting lessons, events and festivals
- School Assembly themes, festivals and productions, e.g. Religious Festivals, Harvest productions, Christmas productions, Year 6 production etc
- Religious Education Curriculum – visits to places of worship
- Learning a language – Spanish
- Music sessions, e.g. Piano lessons
- Recounting facts about Britain's parliamentary system, past and present (e.g. Guy Fawkes, naming the current prime minister)
- Recounting and debating British historical events or periods that explain fundamental values (e.g. Romans, Tudor religion, slave trade/empire, Victorian reforms, WW2).
- Taking part in special days and charity days, e.g. Remembrance Sunday, Sports Relief, Harvest – food bank donations
- Extra-curricular clubs
- Walking the 'Daily Mile'
- Multicultural experiences e.g. Arts Week, including drumming sessions, Black History Week, Wellbeing Week
- 'Cultural Flash' sharing something interesting spiritually, morally, culturally etc
- Visits and trips including Year 6 Stubbers Residential