

# Samuel Pepys School



## Social, Moral, Spiritual, Cultural Policy

### Links with legislation:

Section 78 of the 2002 Education Act states that all maintained schools are required to have a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

|                                       |                                 |  |                          |
|---------------------------------------|---------------------------------|--|--------------------------|
| Status:<br>Non-Statutory              | Drafted by:<br>JH               | Date approved:<br>May 2018             | By: Gov sub<br>committee |
| To be reviewed by<br>(Date): May 2020 | To be reviewed by<br>(SLT/Gov): | Date shared with<br>staff:<br>May 2018 | To publish on<br>web: Y  |
| Adopted as an<br>EPM model: N         |                                 |  |                          |

At Samuel Pepys School our aims and values reflect the fact that we see the spiritual, moral, social and cultural (SMSC) development of our pupils as a key aspect of their growth and therefore a vital part of the education we provide.

SMSC development is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in PSHE and Our World lessons and is recognised and celebrated alongside academic achievements.



Examples of how pupils might show **spiritual** development include<sup>i</sup>

- An ability to be reflective about their own beliefs, religious or otherwise that inform their perspectives on life and their interest in and respect for different people's faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- A use of imagination and creativity in their learning
- A willingness to reflect on their experiences

At Samuel Pepys School, pupils participate in Our World activities where they explore their own religious and spiritual identities as well as those of other cultures; this might include visits to places of worship. <sup>BV</sup>



Assemblies can be a time for reflection as well as a time for celebrating significant experiences such as birthdays and festivals and families are often invited in to share some of these important moments with us.



We plan regular trips out so that pupils can enjoy the natural world and there are aspects of the Discovery curriculum which engender fascination and wonder.

We have areas in school which are ideal for quiet reflection and relaxation, or for some more physical self-awareness, with many pupils enjoying planned sessions.



As well as during timetabled 'creativity' lessons, pupils also use their creativity and imagination whilst taking part in special activities/days such as World Book Day, our Easter film festival, theatre and dance workshops and art competitions, to name but a few.



Examples of how pupils might show **moral** development include<sup>1</sup>

- An 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
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

At Samuel Pepys School we help pupils to create and understand structures that ensure everyone's rights are respected and that everyone takes turns. BV



We encourage pupils to respond appropriately to the needs and feelings of others and to show consideration and kindness. Within these caring relationships we show pupils how their behaviours and actions can affect others.



We teach pupils to communicate in ways that will enable them to express themselves and their views and potentially to engage with others on these. BV



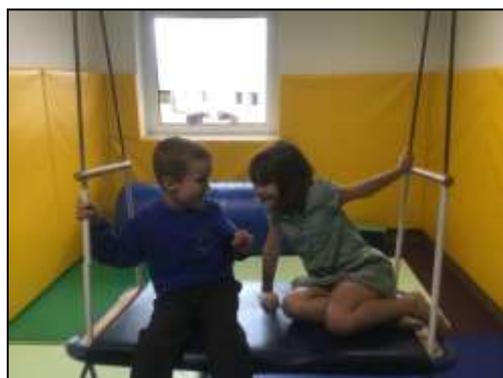
Examples of how pupils might show **social** development include<sup>1</sup>

- The use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating 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.

At Samuel Pepys School pupils engage in all sorts of activities in which they can practise the social skills of taking turns, sharing and working co-operatively. For example a shared snack time, PE lessons, rebound therapy sessions, group music therapy sessions, problem solving challenges etc.



We create opportunities for pupils to develop positive relationships with peers and adults, to help and support others and to experience being helped by others.



We have a school council, and through the election of class representatives, meetings and feedback, pupils can come to experience and understand democracy. Some pupils may also take part in citizenship lessons dealing with rights, rules and responsibilities. BV



Examples of how pupils might show **cultural** development include<sup>1</sup>

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Samuel Pepys we provide opportunities for pupils to participate in literature, drama, music, arts, crafts and other cultural events both within school and off site, and often in partnership with other agencies.



We celebrate different cultural identities through topic work in curriculum areas. Pupils are given opportunities to respond positively to the languages, music, food artefacts and cultural practices of other communities. BV



### **‘British values’**

In November 2014 the Department for Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.<sup>2</sup> The values are defined specifically as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

At Samuel Pepys we explore these values in ways which are relevant to our pupils, as seen in the many examples throughout this document. (Please look for BV)



At Samuel Pepys our SMSC provision and its effectiveness is monitored on a termly basis. Staff record both relevant activities (provision) and evidence of learning (effectiveness) in a yellow book which is collected and audited by the SMSC co-ordinator who also looks for opportunities to display relevant good practice around school. The audit reveals any gaps in provision and this is fed back to teachers who then address this in their ongoing planning and delivery. The co-ordinator is also available to sign-post resources and teaching and learning opportunities for staff on an ‘as required’ basis.

All stakeholders are involved in reviewing the curriculum offer and the opportunities at Samuel Pepys including SMSC learning, to ensure it meets the needs of all pupils. Please see our detailed Monitoring, Evaluation and Review policy for a breakdown of roles and responsibilities.

The Personnel and Curriculum sub-committee of the Governing Body will approve this policy in line with the policy review cycle. They review curriculum standards and monitor the quality of curriculum provision by taking into account the National Curriculum, Early Years Foundation Stage Curriculum, current legislation, any new initiatives and through visits and discussions with staff. They report their findings to the Full Governing Body, including strengths and areas for development.

## References

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<sup>i</sup> Ofsted School Inspection Handbook, published October 2017, ref 150066

<sup>2</sup> Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained Schools, published November 2014, ref DFE-00679-2014