



WOODLANDS  
PRIMARY AND NURSERY SCHOOL

## Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values

### At Woodlands

#### Why are we teaching SMSC?

Spiritual, Moral, Social and Cultural (SMSC) aspects of learning contribute to all areas of school life here at Woodlands. We believe it is vitally important that our learners are able to succeed in our ever changing society and are able to take into account the diverse array of beliefs and cultures in modern Britain, which they will encounter throughout their lives. At a school we are required to provide for the Spiritual, Moral, Social and Cultural Development of our pupils. The British Government defines these as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Different Faiths and Beliefs.

SMSC development at Woodlands illustrates the ethics and values of the school community, including governors, parents and the wider community and is reflected throughout our ethos, policies, curriculum and assemblies.

#### What do we mean by SMSC?

**Spiritual development** – the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

**Moral development** – enabling pupils to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is

disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

**Social development** – young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together in harmony and making a positive contribution to the school community and wider society. It is about functioning effectively in a multi-racial, multi-cultural society and developing into a tolerant and helpful human being. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities, and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

**Cultural development** – helping pupils to develop an understanding of their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, art, theatre, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

### **What does this look like in school?**

SMSC (Spiritual, Moral, Social and Cultural Development) is promoted across the entire school curriculum and all aspects of school life. SMSC development underpins all the school's curriculum and teaching and its impact is evident in and beyond all classrooms and in most students' attitudes. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. The integrity and spirituality of other 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 model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children learn to differentiate between right and wrong in as far as their actions affect other people and they are encouraged to value themselves and others.

Our children understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters promote responsible behaviour and curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in the teacher's planning and learning resources.

Pupil voice is valued and encouraged through the pupil votes, questionnaires, School Council and Woodlands Safeguarding Team.

### **How is it impacting on learning?**

The teaching of SMSC at Woodlands has enabled pupils to develop their self-knowledge, self-esteem and self-confidence. The children have a developing respect for themselves and for others and have developed values, principles and beliefs that inform their perspectives on life and their patterns of behaviour. Pupils are developing a greater appreciation of and respect for their own and other cultures in a way that promotes tolerance and understanding between

different cultural traditions. They are taught that prejudice or discrimination towards others on the basis of their faith, culture, gender or sexual orientation is against the fundamental British Values and will not be tolerated by the school. Pupils show they are able to distinguish right from wrong and will more readily accept responsibility for their behaviour and actions. Our curriculum promotes the wellbeing of all the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. We recognise that good learning behaviour is far more than compliance; good learning behaviours include high levels of engagement and focus, with children developing independent learning skills and good co-operative skills. The teaching of SMSC has helped to lay solid foundations on which children have developed good learning behaviours, which in turn support the right conditions for effective learning to take place.

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