SMSC At Mapperley Plains Primary School
April 2023

Intent

Mapperley Plains Primary School (MPPS) is developing its curriculum to ensure that the spiritual, moral, social and cultural (SMSC) development of pupils is at the forefront and is the driving force of all we do. At the heart of our school, our core belief is that we are here to encourage and inspire children to: 'be kind, be curious and to be my best'. Our rewards system mirrors this and actively encourages children to 'be kind, follow the listening rules, look after their environment and be their best'. These themes underpin all we do both in our curriculum and as how we as a staff conduct ourselves and model our high expectations to our community. It naturally supports a curriculum which is rich in spiritual, moral, social and cultural developments yet there is still more we wish to do in order to fully ensure that SMSC is seamlessly flowing through the veins of MPPS.

Spiritual, Moral, Social and Cultural Development are crucial for both individual pupils and society as a whole. It is the heart of all we do in education – helping pupils to grow and develop to become effective participants in modern Britain. Through ensuring that SMSC is embedded in all we do, we are ensuring we develop a generation who are ready to live in harmony through understanding, respect and acceptance.

Understanding SMSC

Ofsted explain the different areas of SMSC as follows:

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*

At MPPS spiritual development is deemed to be 'about the person that I really am inside, the person that no other human being knows but me. It is about taking time to think about and try to understand the meaning of my life and my experiences. It may be linked to praying and my religion, if I follow one, or it may not. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose.'

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.*

At MPPS moral development is deemed to be about 'understanding the difference between good and bad, right and wrong. It is about how I look after myself and behave towards others. It is also about understanding that what I think is right or wrong may not always be the same as what someone else thinks.'

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.*

At MPPS social development is deemed to be about 'how I live with other people as part of a community. It is about knowing and growing skills and qualities to be a good community member including thinking about the needs of other people around me. It also about the part I play in the rules that we have all agreed to follow in order to live peacefully and happily together.'

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*

At MPPS cultural development is deemed to be about 'understanding and the identity, ideas, beliefs, values and traditions of people that I share my life with and feel that I belong with. It also means learning about the identity, ideas, beliefs, values and traditions of others. It is about understanding and respecting different ways of life in my local community, in the UK and around the world'

<u>Aims</u>

Through the development of SMSC at MPPS, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued and can develop their full potential.
- Provide a balanced, engaging curriculum, appropriate to the interests and aspirations of the pupils, and encourage the development of the whole person.
- Develop a school culture in which mutual respect, courtesy, kindness and general moral values are deeply embedded, so allowing all in the community to thrive.
- Encourage pupils to develop self-respect, independence and self-motivation and an understanding that barriers can be overcome positively.

• Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Respond positively to a range of artistic, sporting and other cultural opportunities provided through school for example appreciation of the theatre, music, literature all of which come from a range of cultures.

• Provide an atmosphere that fosters respect for all religious and moral values linked with tolerance of all people, genders, races, religions and lifestyles.
• Foster links between home and school to develop a partnership with parents in the education of their children.
- Develop pupils with the skills and attitudes which will enable them to participate fully and positively in five fundamental domains of British Values – democracy, rule of law, respect, tolerance and individual liberty.

How SMSC is incorporated into school life

SMSC is threaded across all aspects of school life, from the moment children enter school to how they view and treat others within the school community and beyond, to the morals and ideologies they take home with them at the day. It is modelled by all the adults with whom they have contact with during their time at school including teaching staff, lunch time staff, and all auxiliary staff. It is part of the curriculum and part of their playtimes, assemblies, enrichment activities, before and after school activities, whole school events and the resources to which they have access.

Impact

Through the development of a curriculum and school ethos which has SMSC as its driving force, we aim to see:

- Excellent relationships between all school staff, pupils, parents, governors and our community.
- Relationships which are characterised by mutual respect, positive attitudes, the willingness to listen and be listened to and value all members of our community.
- Pupils and adults who are happy, confident, empowered, and make positive contributions to the society of which they are a part.
- Pupils and adults who feel valued, safe, respected and free to be who they are.