



**Holy Trinity C of E Primary School**

**Promoting SMSC**

Our long-standing mission is to provide ‘Excellent education in a Christian Environment’.

The ethos of Holy Trinity School is built upon love, 'Love your neighbour as yourself.' Matthew 22:39.

This policy has been written in collaboration with all staff and governors in line with the school’s Christian ethos, mission statement and aims.

The Governing Body expect all members of the school community to adhere to the principles laid out in this statement. The Governing Body expects all members of the school community to actively promote equal opportunity in accordance with equality legislation.

**Statement of intent**

At Holy Trinity C of E Primary School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

Through this policy, we will help pupils to develop an inner discipline and encourage them to not just ‘follow the crowd’ − they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our pupils is cross-curricular and not limited to specific SMSC lessons.

**Aims**

Through the implementation of this SMSC Policy, we aim to:

* Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
* Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
* Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
* Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
* Engender a sense of self-respect, independence and self-motivation – to increase the individual’s capacity to accept responsibility for actions taken.
* Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
* Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
* Foster links between home and school to develop a partnership with parents in the education of their children.

**Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* The Education Act 2002
* DfE (2014) ‘Promoting fundamental British values as part of SMSC in schools’

**Guiding principles**

**Spiritual development**

The spiritual development of pupils is shown by their:

* Ability to be reflective about their beliefs, religious or otherwise, that inform their 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.

**Moral development**

The moral development of pupils is shown by their:

* Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 their ability to understand and appreciate the viewpoints of others on these issues.

**Social development**

The social development of pupils is shown by their:

* Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
* Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
* Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
* 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. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

**Cultural development**

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 within the 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, sporting and cultural opportunities.
* Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
* Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
* Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

**Promoting fundamental British values**

We will take the following actions to promote fundamental British values:

* Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
* Teaching pupils a broad and balanced international history.
* Representing the cultures of all our pupils within the curriculum.
* Teaching a wide range of English and non-English literature.
* Commemorating World War 1 and 2.
* Demonstrating the historical importance of the Commonwealth.
* Ensuring that all pupils have a voice that is listened to.
* Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
* Using general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view.
* Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
* Using extra-curricular activities to promote fundamental British values.

Through our SMSC programme, we will:

* Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
* Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
* Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
* Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
* Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
* Encourage respect for other people.
* Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By promoting fundamental British values through SMSC education, we will provide pupils with:

* An understanding of how they can influence decision making through the democratic process.
* An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
* An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
* An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
* An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
* An understanding of the importance of identifying and combatting discrimination.