



# Spiritual, Moral, Social and Cultural education (including British Values) at Ashby Willesley Primary School

## Intent

At Ashby Willesley Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We, therefore, aim to provide an education that gives pupils opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We aim to promote the fundamentals of British Values as part of SMSC in school.

## Implementation

At Ashby Willesley Primary school, Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Pupils are provided with opportunities through all curriculum areas to develop:

Spiritually – through opportunities in curriculum areas to:

- be reflective about their own beliefs (religious or otherwise) and perspective on life
- develop knowledge of, and respect for, different people's faiths, feelings and values
- achieve sense of enjoyment and fascination in learning about themselves, others and the world around them
- use imagination and creativity in their learning
- show willingness to reflect on their experiences

**Morally – through opportunities in curriculum areas 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
- understand the consequences of their behaviour and actions
- take an 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.

**Socially - through opportunities in curriculum areas to:**

- use 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
- develop a 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
- accept and engage 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; to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Culturally - through opportunities in curriculum areas to:**

- understand and appreciate of the wide range of cultural influences that have shaped their own heritage and that of others
- understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- develop 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

## **Impact**

We recognise that SMSC is a lifelong skill, with impact being seen after pupils have left our school, however, during their time at Willesey Primary School it will be measured through:

- pupils' behaviour in school towards others and behaviour for learning
- uptake of enrichment activities offered
- engagement in wider community activities
- monitoring opportunities offered through the curriculum