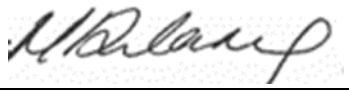
# Spiritual, Moral, Social & Cultural Policy

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**Rationale**

At Meath School, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

**Social development** relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community and beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

**Moral development** relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play and group activities.

**Spiritual development** is concerned with the exploration and development of feelings and emotions; personality, individuality, and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

**Cultural development** is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts, and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

**Strategies**

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

***Social***

- There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults. Meals are served in a family style, with an adult on each table facilitating interactions.
- The PSHE and 'journey around the world' scheme of work contains units on Health and Wellbeing, Relationships, and Living in the Wider World.

- Educational visits within the community, including swimming, sporting, dance and drama activities.

***Moral***

- There is an agreed celebration system in place so that all children can earn certificates and rewards for making good choices. Certificates are handed out in weekly assemblies and prizes are presented termly so that everyone shares in the success.
- The PSHE scheme of work has units dealing with issues linked with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.
    - 'Points of view' curriculum in upper KS2 classes encourages perspective taking and allows for the children to discuss the social and moral implications of current world and local events.
    - Rights Respecting schools award also encourages perspective of other cultures and choices and the moral implication of a person's rights or lack thereof.

***Spiritual***

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism, and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSHE and friends groups children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.

***Cultural***

- There are regular celebrations of religious festivals over the year including harvest, Diwali, Christmas, Easter, Eid.
- Humanities and RE have units on other cultures and religions.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion, or gender.
- Children participate in a range of artistic, sporting, and other cultural opportunities provided by the school.

**Where can you find SMSC in Meath School?**

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE, Rights Respecting schools award work and the Journey around the world Curriculum
- Assemblies

- RSHE Policy and curriculum / 'Friends groups' and social skills curriculum.
- Structured Celebrations system
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council, RRS committee, Pupil Forum for residential)
- Special days (fundraising, cultural experiences, and themed days)

**Fundamental British Values**

At Meath School, the promotion of Spiritual, Moral, Social and Cultural development also supports the active promotion of Fundamental British Values. Through our curriculum, pastoral provision, enrichment activities and daily interactions, pupils are encouraged to develop the knowledge, skills and understanding needed to become responsible citizens within modern Britain.

**Democracy**

Pupils are given opportunities to express their views, make choices and contribute to decision-making processes through Student Council, Pupil Voice activities, Rights Respecting Schools work, class discussions and consultation activities. Pupils are encouraged to understand that their views are valued and that they can positively influence their community.

**The Rule of Law**

Pupils are supported to understand the purpose of rules within school and the wider community. Through consistent behaviour expectations, restorative approaches, PSHE, RSHE and educational visits, pupils learn about rights, responsibilities, consequences and the importance of keeping themselves and others safe.

**Individual Liberty**

Pupils are encouraged to develop self-awareness, independence and confidence. They are supported to make choices, express their views appropriately, take managed risks and develop resilience within a safe and supportive environment. The curriculum promotes self-advocacy and prepares pupils for increasing independence.

**Mutual Respect**

Respect is embedded throughout the school's ethos and values. Pupils are encouraged to understand and appreciate the views, needs and experiences of others. Positive relationships between pupils, families, staff and the wider community promote an environment where everyone is valued.

**Tolerance of Different Faiths and Beliefs**

Through Religious Education, PSHE, assemblies, themed events and curriculum learning, pupils are introduced to a range of faiths, cultures and beliefs. They are encouraged to appreciate diversity and understand that people may hold different views, traditions and beliefs which should be respected.

**Equality, Diversity and Inclusion**

Meath School is committed to promoting equality, diversity and inclusion and ensuring that every pupil is treated with dignity, respect and fairness.

The school actively promotes the values of equality and inclusion through its curriculum and wider school life. Pupils are taught to respect and value differences and to challenge stereotypes, prejudice and discrimination where appropriate.

In accordance with the Equality Act 2010, the school seeks to foster positive attitudes towards all protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

All pupils are supported to participate fully in school life regardless of their background, identity, abilities or circumstances. The curriculum promotes understanding, empathy and respect for others and helps prepare pupils to participate positively in a diverse society.

**Safeguarding, Prevent and Community Cohesion**

The promotion of SMSC development contributes to the school's safeguarding culture by encouraging pupils to understand the importance of respect, inclusion, tolerance and personal safety.

Through PSHE, RSHE, online safety education and wider curriculum opportunities, pupils are supported to recognise inappropriate behaviour, understand healthy relationships, keep themselves safe and seek help when required.

The school is committed to fulfilling its responsibilities under the Prevent Duty. Pupils are encouraged to respect the views and beliefs of others, think critically, and develop resilience against extremist or discriminatory narratives. Discussions are facilitated in an age-appropriate and needs-led manner, taking account of pupils' communication profiles and learning needs.

The school promotes community cohesion by encouraging pupils to develop positive relationships within school and with the wider community, fostering understanding and respect for people from different backgrounds, cultures and beliefs.

**Monitoring and Evaluation**

Responsibility for the implementation of this policy rests with the Principal and senior leadership team.

The impact of SMSC provision is monitored through:

- Curriculum planning and review.
- Learning walks, lesson observations and work scrutiny.
- Pupil voice activities and feedback.
- Behaviour, attendance and safeguarding information.
- Monitoring of PSHE, RSHE, Religious Education and wider curriculum provision.
- Educational visits, enrichment activities and community participation.
- Review of incidents relating to equality, discrimination or bullying.

- Feedback from parents, carers, staff and external professionals.

The policy will be reviewed annually or sooner if there are changes to relevant legislation, statutory guidance or school circumstances. Findings from monitoring activities will inform future curriculum development and whole-school improvement planning.