



# **Spiritual, moral, social and cultural development of pupils**

## **SMSC Policy**

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At APSOL, we believe that all areas of the National Curriculum (UK) will provide children with SMSC opportunities. As such, the content for our school curriculum will be drawn from the guidance provided by the National Curriculum and programmes of study for all subjects, thus ensuring our curriculum is broad and balanced.

In addition, explicit opportunities to promote pupils' development in these areas are provided in religious education and PSHE framework. We will follow the Wandsworth SACRE syllabus for Religious education and Jigsaw for PSHE.

Our approach to SMSC will be a whole school approach:

- SMSC calendar which includes cultural festivals, themed weeks including anti-bullying week. We will provide opportunities for cultural events that reflect the diversity in our community for example: St Martin's Day (Portugal), Carnival (Brazil), St George's Day (England), Diwali, Christmas etc
  - Daily collective worship, assemblies – assemblies with global, National and local focci, events, sharing assemblies
  - Celebrating different religious festivals
  - RE curriculum planning – Wandsworth SACRE syllabus – whole school approach
  - PSHCE Curriculum – Jigsaw PSHE – whole school approach
- Cultural development will be further developed by:
- School visits to museums, galleries, concerts and theatre
  - Meetings with authors and key professionals that will raise their aspiration and interest for learning
  - Workshops – dance, music, language
  - Sports events and whole school sports day

The Department for Education (DfE) says that every state-funded school must offer a curriculum that is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

In November 2014, the DfE produced guidance for maintained schools on actively promoting British values as part of the requirement to provide for the SMSC development of their pupils.

Schools should promote the fundamental **British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

It says that, through their provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to 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 students 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 students 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.

The guidance also describes the understanding and knowledge of pupils as a result of schools promoting fundamental British values.

Legislation that applies to independent schools, academies and free schools has the same list of expectations for promoting British values as in the guidance for maintained schools, linked to above.

This is set out in the Education (Independent School Standards) (England) (Amendment) Regulations 2014.

The regulations also state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school, academy or free school must:

- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take steps to ensure that, where political issues are brought to the attention of pupils, the pupils are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, and while they are taking part in extra-curricular activities provided by, or on behalf of, the school

## Spiritual Development

Provision	How it will be implemented, evidenced
Religious Education curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school values based monthly themes Music curriculum	Wandsworth SACRE syllabus – RE curriculum plans, multi-faith approach Visiting places of worship and visits from faith groups to the school Whole school assemblies, celebrations of values, person of the week. Outdoor learning opportunities (forest school/gardening) Residential visits KS2 Founders’ day celebrations Harvest, Christmas and Easter celebrations Celebrating other festivals Eid, Diwali (school context) Opportunity for debate and discussion Appreciation for music including singing, performing and playing instruments.

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important

- A sense of security, well-being, worth and purposefulness

The school will develop a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

<b>Moral Development</b>	
<b>Provision</b>	<b>How it will be implemented, evidenced</b>
School behaviour policy and code of conduct -Good to be green behaviour system	Regular behaviour reviews and monitoring – reflective and consistent approach to behaviour management
PSHCE curriculum	School rules and expectations shared and agreed by all
Religious education curriculum	Celebration of children’s achievements
Pupil voice	Anti-bullying curriculum and activities
Talking part in charitable events	Teaching of e-safety (progressive units – whole school e-safety modules)
Rights respecting schools	Whole school assemblies, explicit discussion about school values, British values, value of the month
Computing curriculum – e-safety whole school approach	School value certificates
Whole school curriculum design	Circle time
	School council, eco committee, anti-bullying ambassadors
	Charity appeals
	Working with local nursing homes and pensioners
	Whole school curriculum overview – links with topics, diversity of topics/learning approaches, cultural capital, current issues, global issues – moral responsibility
	Human rights, children’s rights

	Rights respecting schools membership Debate sessions in class/ club
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We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience Our school develops pupil moral development by:
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development	
Provision	How it will be implemented, evidenced
PSHCE curriculum including British Values	Pupil groups: school council, anti-bullying ambassadors, eco-schools
Working collaboratively, including teams	Assemblies and all curriculum lessons in particular PSHE, PE, RE lessons
Pupil voice	School House system and school house sports
Participation in extra-curricular activities	Residential visits KS2 After school clubs
Whole school curriculum – Arts (art, DT, music)	Music curriculum and learning instruments collectively
Outdoor learning opportunities	Transition visits Play leaders
PE curriculum and events	Class buddies
British values assemblies	Charity support – various events mapped out throughout the curriculum and throughout the year
Music curriculum	School behaviour system (Good to be green) Performing, singing and creating music together

At APSOL we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs

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- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

<b>Cultural Development</b>	
<b>Provision</b>	<b>How it will be implemented, evidenced</b>
School educational visits Participation in a range of arts and related events Language curriculum (MFL – Portuguese, exposure to cultures from Lusophone communities and countries where Portuguese is spoken) British Values through PSHE curriculum, RE curriculum and assemblies	School visits calendar: museums, theatres, concerts, events, galleries Assemblies that model British Values and opportunities for children to practise these: e.g. democracy – voting at school Opportunities to meet authors from anglophone and lusophone communities Opportunities to take part in school performances, productions (related to their curriculum offer and to cultural events) Opportunities to learn a different instrument every year to develop a musical interest Cultural days and visits from people of different cultures Portuguese curriculum and literature, pen pals, links with schools in Lusophone countries After school clubs Sports events and days Opportunities for presenting their work and views

Cultural Development

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Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits