



FLOREAT WANDSWORTH PRIMARY SCHOOL

## SPIRITUAL, MORAL SOCIAL & CULTURAL POLICY (SMSC)

<b>POLICY ORIGINATOR</b>	Floreat Wandsworth SLT	<b>MONITORING &amp; EVALUATION BY</b>	SSB
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# Contents

1. Mission Statement .....	2
2. Purpose of policy statement.....	2
3. Core Values .....	3
3.1 The Floreat Character Curriculum.....	3
3.2 Religious Values Education (RVE) .....	3
3.3 Assemblies.....	3
3.4 Collective Worship.....	3
APPENDIX 1.....	5
1.1 Spiritual Development .....	5
1.2 Moral Development.....	5
1.3 Social Development.....	5
1.4 Cultural Development.....	5

## 1. Mission Statement

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

## 2. Purpose of policy statement

At Floreat Education we start with a simple idea: that education is as much about developing young people's character strengths and virtues as it is about developing their academic knowledge and skills. Pupils' spiritual, moral, social and cultural development is, therefore, at the heart of our school's educational philosophy.

We believe strong values - alongside the ability to communicate ideas, solve problems and understand the world around you - are essential to human and societal flourishing, which is the goal of our educational offer to local families.

### 3. Core Values

We foster a core and balanced set of four virtues:

- **Curiosity** - an intellectual virtue, that refers to open-mindedness, a desire to inquire, and a quest to improve and find out more.
- **Honesty** - a moral virtue, that calls on us to seek the truth both in the world and within our own lives; this also calls for vulnerability and openness to feedback, whatever our status.
- **Perseverance** - a performance virtue that enables us to keep striving in the face of adversity in the pursuit of long-term goals.
- **Service** - a civic virtue, meaning a commitment to help other people.

These virtues are common to all major religions and cultures past and present, which is an important part of our approach. Nowhere in England is there greater diversity of faith, race and tradition than in London, home to our school. Our focus on character education and our four core virtues also embrace the British values set out by Government: rule of law, democracy, liberty and respect. In the absence of common values and shared cultural understanding, pupils and their families in our communities risk marginalisation.

Our school explicitly addresses pupils' spiritual, moral, social and cultural education in the following ways:

#### 3.1 The Floreat Character Curriculum

This takes the form of weekly virtue literacy lessons that teach pupils about good character through a series of specific 'read-aloud' stories and activities. These are complemented with weekly opportunities for pupils to put virtues into practice, principally through participation in a series of Service Learning Projects that bring benefits to peers, families and the diverse local community. Service Learning Projects - for example outreach with local charities - are structured in order to give pupils an opportunity to learn about the local community, deliver a service to the benefit of those around them, reflect on their service and the needs of others, and celebrate their collective achievements with the local community.

#### 3.2 Religious Education (RE)

From Year 1 pupils participate in discrete RE lessons, which introduce pupils to the comparative beliefs and practices of the major world religions. These are supported significantly by our cultural knowledge curriculum (see more below). Pupils will also learn about the universal values discovered and cherished by the major world religions and cultures.

#### 3.3 Assemblies

All pupils will attend an assembly each week. Assemblies will be coordinated by the Headteacher, but will be delivered by other staff members and visiting speakers, including people from the local community. Assemblies always involve contributions from pupils, celebration of their achievements and reflection on academic and character goals.

#### 3.4 Collective Worship

Every morning, with the exception of assembly days, all pupils participate in circle time with their class peers. These are opportunities to prepare for the day ahead, practice mindfulness techniques, and discuss and resolve class issues.

Further to these opportunities, our **cultural knowledge curriculum** also contributes significantly to pupils' spiritual, moral, social and cultural education. It is designed in order to equip all pupils with the cultural literacy necessary to understand the world around them and participate effectively in democratic society. For example, one of a number of overarching themes in the history curriculum is the development of civilisation and democracy, and in human geography, pupils learn about globalization and its opportunities and threats.

All of these opportunities to support pupils' SMCS development are underpinned by high quality teacher training, which is designed to equip teachers with the confidence, knowledge and resources to ensure outstanding learning. For example, during Floreat's annual Summer Institute, teachers participate in seminars on character education in primary schools with recognised leaders in the field. Common planning time during this period ensures staff adopt and share a consistent approach to developing a positive school environment that is conducive to pupils flourishing in all aspects of their education.

## APPENDIX 1

Floreat Wandsworth shares the definitions of spiritual, moral, social and cultural development published by Ofsted.

### 1.1 Spiritual Development

Pupils show the development of their spiritual life in their: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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, and willingness to reflect on their experiences.

### 1.2 Moral Development

Pupils show the development of their moral life in 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 ability to understand and appreciate the viewpoints of others on these issues.

### 1.3 Social Development

Pupils show their social development 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; their 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, and 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; in addition to their development and demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### 1.4 Cultural Development

Pupils' cultural development 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 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, and interest in exploring and improving understanding of, and showing respect for, different faiths and cultural diversity; and willingness to accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.