THE ROWANS SCHOOL

SOCIAL, MORAL, SPIRITUAL AND CULTURAL (SMSC) POLICY

This policy is applicable to all pupils, including those in the EYFS. This policy should be read in conjunction with the Early Years Foundation Stage Policy. It complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) (Amendment) Regulations 2014 which came into force from 5th January 2015. This policy should be read in conjunction with The Rowans School Relationship and Sex Education (RSE) Policy.

1. Rationale

The definitions and practices that follow are intended to clarify the ways that a pupil's personal development and that of the school overall are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. The Rowans is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, dangerous objects and substances, personal relationships and personal safety. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. Through our Schemes of Work, pupils develop an understanding of public services and institutions and how to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility and demonstrate these values themselves in school and make a positive contribution to the school, local and wider communities.

We provide positive experiences through planned and coherent opportunities in the curriculum, cocurricular activities and through interactions with teachers and other adults. We offer a range of artistic, sporting and other cultural opportunities to pupils through the curricular and co-curricular programme.

As part of our Behaviour Management Policy, The Rowans believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyberbullying and prejudice-based bullying related to special educational needs, gender assignment, sex, race, religion and belief, or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

We plan our personal, social and health education through lessons, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. This policy is intrinsically linked with the vision, values and aims of our school.

2. Values

The values on which we base our SMSC curriculum are as follows:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value the importance of promoting and respecting fundamental British Values, and recognise the importance of fostering a shared understanding of these.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value the use of virtues such as honesty, courage, persistence, self-discipline and resilience to recognise the importance of moral reasoning.

3. Aims

At The Rowans, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is 'infused' within the day-to-day operation of our school and expectations are adjusted for the age and ability of pupils including those with special needs. Whilst SMSC is integral to all aspects of our curriculum, PSHE also makes a strong contribution.

At The Rowans we aim to:

- Support pupils in distinguishing right from wrong;
- Support pupils in acting consistently with their beliefs and with a view to the consequences of their own and others' actions;
- Support pupils to be morally independent by developing virtues such as honesty, courage, kindness and self-disciplined;
- Lead pupils towards becoming confident and positive contributors to their community;
- Enable pupils to gain insights into the origins and practices of their own cultures and into those of the wider community; and
- Take steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

More specifically, The Rowans School SMSC programme aims to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to understand what is right and wrong in their school life and life outside school;
- Encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities;

- Enable pupils to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Enable pupils to acquire knowledge and reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Actively promote principles that encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, tolerance and acceptance of those with different faiths and beliefs to oneself; this should not be the cause of prejudicial or discriminatory behaviour;
- Develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;
- Provide pupils with a broad general knowledge and respect of public institutions and services in England, precluding the promotion of partisan political views in the teaching of any subject in the school;
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example, an appreciation of theatre, music and literature; and
- Enable pupils to overcome barriers to their learning.

Our aims prevent the political indoctrination of pupils through the curriculum. Our aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils in our school should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

The School aims to achieve the above by:

- Enabling pupils to acquire new knowledge and develop new skills by ensuring lessons are well-planned and delivered to the highest quality;
- Ensuring SMSC is 'infused' within the day-to-day operation of our school and expectations are adjusted for the age and ability of pupils including those with special needs;
- Ensuring staff model the values associated with SMSC in their teaching and every-day interactions with the children;
- Promoting positive relationships between staff and pupils;
- Fostering in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- Demonstrating appropriate knowledge and understanding of the subject matter being taught;
- Utilising effectively classroom resources of an adequate quality, quantity and range;
- Utilising effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Providing a curriculum which is broad, balanced, relevant, purposeful and age and ability appropriate;
- Creating and delivering a curriculum which is dynamic and flexible to changing needs, including those of pupils with a statement;
- Building on pupils' prior experiences, skills, knowledge and understanding;

- Making explicit what is taught and how the intended teaching and learning will take place;
- Providing stimulating learning environments which will promote the acquisition of the necessary basic skills, including speaking, listening, literacy and numeracy skills;
- Where a pupil has an EHC plan, the class teacher, TA and Learning Enrichment Teacher will work together in conjunction with the Head, parents and, where appropriate, other agencies to ensure its requirements are fulfilled;
- Providing opportunities for pupils to celebrate success and achievement;
- Giving pupils the opportunity to learn and understand basic life skills and take on responsibilities as appropriate;
- Ensuring provision for equal opportunities, cultural diversity and religious education;
- Acknowledging and noting that learning experiences occur 'outside' school and recognising that parents and carers are key partners in recording and informing the school of these (educators and partners);
- Ensuring the pupils' personal, social and health education is given strong emphasis in line with the Schools' aims and ethos.

4. Promotion of British Values

4.1 School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

4.2 How The Rowans School actively promotes fundamental British Values

We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain, and learning debating skills in KS1). Pupils are encouraged to participate in a wide range of artistic, sporting and other cultural opportunities through the curricular and co-curricular programme. Our School Council (whose members are voted for by the pupils) ensures that all pupils within the school have a voice that is listened to and demonstrates how democracy works.

We promote tolerance and community cohesion in the widest sense by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community. Visiting our local care home and maintaining links with local and international schools helps children to understand the diverse nature of our society and the importance of appreciating and celebrating these differences.

Tolerance, respect and harmony between different cultural traditions is fostered through our RE and Geography curriculum and core texts within our English curriculum also reflect these values. The importance of pupils acquiring an appreciation of and respect for their own and other cultures is also recognised through assemblies and circle time discussions. We also ensure that principles are actively promoted which enable pupils to develop their self-esteem and self-confidence. Pupils are enabled to acquire a broad general knowledge of and respect for public institutions and services in England.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain and enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the

value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England. Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety.

5. Spiritual Development

Spiritual Development is about:

- the non-physical aspect of a person concerned with profound thoughts, relating particularly to religious faiths;
- that which moves people;
- feelings, experiences, emotions;
- a sense of purpose;
- a sense of awe, wonder and mystery;
- insights into a personal existence which are of enduring worth;
- valuing a non-material dimension to life;
- the relationship between belief and behaviour;
- a sense of heightened perception or awareness;
- a sense of being part of a greater whole;
- a search for meaning and purpose; and • the attribution of meaning to experience.

The Rowans School promotes spiritual development through:

- providing and encouraging a positive ethos;
- the values and attitudes the school identifies, upholds and fosters;
- reinforcing a child's sense of self-worth;
- focusing on positive 'success' rather than negative 'failure';
- giving children the opportunity to reflect and to experience times of quiet;
- encouraging children to listen to and consider the ideas and experiences of others (e.g. Remembrance Day, themed assemblies, class performances, circle time discussions)
- providing opportunities for pupils to learn about and respond to a variety of beliefs and values;
- nurturing virtues such as honesty, courage, kindness, persistence, love of learning, self-discipline and resilience;
- fostering a fascination and enjoyment in learning; and
- using imagination and creativity in learning.

The Rowans School also encourages children to develop a personal spirituality through:

- reflecting on their own and other people's experiences;
- acquiring self-knowledge;
- thinking about their own beliefs, values and aspirations;
- forming personal responses to questions about the purpose and meaning of life; and
- using imagination and thinking independently.

6. Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, in relation to what is right and wrong, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction, rather than because of sanctions or consequences. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions. These moral codes are encompassed in our 'Golden Rules'.

Moral development is about:

- knowledge of the codes and conventions of conduct agreed by society;
- having the will to behave morally as a point of principle;
- being able to articulate attitudes and values;
- recognising the moral dimension to situations;
- developing a set of socially acceptable values and principles;
- recognising that values and attitudes change over time;
- making judgements on issues by applying moral principles, insights and reasoning;
- taking responsibility for ones' own actions;
- understanding the consequences of actions for self and others;
- behaving consistently in accordance with principles; and
- recognising the greater needs which extend beyond self-interest.

The Rowans School promotes moral development through:

- making it clear what kinds of behaviour are expected, in its school Behaviour Policy, and by the positive example set by staff in school;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty; and
- adults explaining why certain behaviour is acceptable or unacceptable.

Additionally, our curriculum strives to promote children's moral development by:

- extending children's knowledge and understanding of a range of values in society;
- developing children's ability to make moral decisions;
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions; and
- providing opportunities for pupils to explore moral issues in a contemporary context.

7. Social Development

Social development relates to the development of skills and personal qualities necessary for pupils to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Social development is about:

- the progressive acquisition of the competencies and qualities needed to play a full part in society;
- understanding of the institutions, structures and processes of society;
- understanding of how individuals relate to each other;
- being able to adjust to a range of social contexts by appropriate and sensitive behaviour;
- being able to make a personal contribution to the well-being of groups;
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- the ability to exercise responsibility and initiative;
- being able to participate cooperatively and productively in the community;
- knowing how societies function and are organised;
- understanding how what is learnt in the curriculum relates to life in society; and being able to take on the roles of team leader and team worker.

The Rowans School promotes social development through:

- encouraging pupils to relate positively to others;
- encouraging adults to set high standards in their relationships with each other;
- providing a model of purposeful and harmonious community;
- allowing pupils to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group;
- giving pupils the opportunity to make decisions within a group;
- encouraging pupils to take responsibility; and
- giving pupils an understanding of their role within the wider community.

Additionally, our curriculum strives to promote children's social development by:

- encouraging the use of social skills and decision making in group work; and
- exploring the way in which communities and societies function at a variety of levels.

8. Cultural Development

Cultural development refers to the development of knowledge, understanding and appreciation of differing cultural beliefs, customs and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

Cultural development is about:

- understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society;
- recognition of and respect for the rights of others to exercise a cultural influence;
- knowledge of the nature and roots of cultural traditions;
- the key features of major cultural groups within society;
- personal response and accomplishment;
- the capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- developing and strengthening the cultural interests of pupils;
- exposing pupils to a breadth of stimuli in order to allow them to develop new interests;
- extending horizons beyond the immediate to the highest artistic, musical and literary achievements;
- understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices; and
- being able to evaluate the quality and worth of cultural achievements.

Our school promotes cultural development through:

- encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society; and
- adopting the view that diversity makes the world a richer place.

Additionally, our curriculum strives to promote children's cultural development by:

- encouraging children to engage with a variety of cultures (e.g. "Comparing Our Lives in the City to Those in Rural India" – Year 2 Geography); and understanding and responding to cultural diversity.

9. Social, Moral, Spiritual and Cultural promotion, including the 'active promotion of fundamental British values', within The Rowans School curriculum

To ensure that the things described in this policy can happen, there are three aspects or levels of the school which need to be considered:

- the ethos of The Rowans School, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish;
- the pastoral support for pupils which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given; and
- the Curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate, as follows:

Assemblies

- Appreciating and valuing other faiths and beliefs of both groups and individuals;
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs;
- Appreciating the importance of supporting others in society through charity events and contributions;
- Knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others;
- Considering our role in caring for the environment;
- Celebrating each other's achievements and interests; and
- Learning about presenting in front of a group of peers.

English

- The studying of different texts to give an appreciation of the beauty of great language and literature;
- The use of drama and stories which create opportunities for moral judgements;
- Shared activities – shared reading, group drama, shared writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view;
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures; and
- Awareness of traditional tales and their cultural background.

Mathematics

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group;
- An appreciation of the inherent pattern and beauty of mathematics;
- The promotion of positive attitudes towards mathematics through appropriate groupings; and
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian - and understanding the role and importance of these cultures.

Computing

- Working together to create a graphic design or study;
- Researching religious artefacts on the internet;
- Setting up e-mail with another school from a different country; and How to stay safe online (following the Internet Access Policy).

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Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes;
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research;
- An awareness of the cultural background of science; and
- the study of cause and effect.

French

- The study of languages positively affect the pupils' lives and their understanding of the world around them;
- Lessons provide various opportunities for pupils to both consider the needs and experiences of people of other cultures, and to reflect upon their own response to this; and
- Pupils are enabled to discover, discuss and debate unfamiliar lifestyles, and draw comparisons with their own way of life.

History

- The study of artefacts, buildings, churches etc. gives pupils a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics;
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain.
- Studying the cultures of other times builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

- The study of different localities helps our children to understand the background, way of life and values etc. of different people and cultures. For example, the Inuits (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own;
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life;
- Local studies encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things; and
- Environmental issues and concerns can be discussed – what happens to our rubbish?

Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our plays and assemblies helps the pupils in their spirituality;
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons;
- Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it; and
- Group music-making is an important social activity – working together and experiencing the same feelings together.

Physical Education

- Caring for our bodies and respecting the health of others;
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important;
- Appreciating the aesthetic beauty of the movements of gymnastics or dance;
- Building team spirit, being a good team member, valuing the contributions of others to the team; and
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

Personal, Social, Health and Economic Education/Citizenship

- Listening to others;
- Holding discussions leading to written work;
- Using drama and role play linked to choices; and
- Drawing pictures of feelings and emotions.

Religious Education

- The exploration of moral and spiritual questions through discussion;
- Appreciating and valuing other faiths and beliefs of both groups and individuals;
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs;
- Knowing about the historical, social and religious aspects of our own culture and that of others; and
- Learning about religious law, including the difference between state law and religious law.

Links with the Wider Community:

Visitors are welcomed into our school (e.g. religious leaders etc.). Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Pupils are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups. We maintain links with international schools which reflect our international community and help children to be aware of our own culture and that or others.

Differentiation

The above is differentiated according to the needs of each individual learner. The nature of our pupil's special educational needs dictates that we deliver the above policy in so far as their developmental levels allow.

This document will be reviewed annually
Policy Owner: Curriculum Lead, PSHEE Lead
Approved: TR Head
Date of last review: July 2026
Next review: July 2027