Dulverton Primary School

"We love to learn, we like to play, we do our best in every way."

Spiritual, Moral, Social and Cultural (SMSC) Policy

Dulverton Primary School is committed to achieving the UNICEF Rights Respecting School Award.

This Policy relates to Article 12, 13, 28 & 29 of the UN Convention of the Rights of the child which state:

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Review Summary

Policy Owner	SMSC Lead
Approver	Head Teacher and Deputy Head Teacher
Date approved	Spring 2026
Next review date	Spring 2027

Rationale

Our aim at Dulverton Primary School is for each child to develop spiritually, morally, socially and culturally throughout their years at school. It is a subject that is embedded within all areas of the curriculum to help children with their development. All staff members create an environment in which children are respected for their own feelings and beliefs and have empathy for others. This approach supports our Restorative Justice approach which runs throughout the school.

Our curriculum is designed with the intent that our children will become independent, show curiosity towards their learning, have a love for learning, show kindness and care towards each other. We also encourage all pupils to be respectful, celebrate their differences, have high expectations, show integrity and feel part of a community.

Our school motto is, 'We love to learn, we like to play, we do our best in every way.' This motto is shared around the school to embed our six school values and promote community spirit. We have six golden rules which are displayed around the school and in all classrooms to encourage positive behaviour.

Our approach to SMSC is strengthened through our commitment to the Rights Respecting Schools Award (RRSA). Through this work, children learn about their rights and the rights of others as outlined in the UN Convention on the Rights of the Child (UNCRC). By embedding children's rights into the curriculum, behaviour policy and school ethos, we encourage pupils to develop respect, responsibility, empathy and an understanding of their role as active members of their community and the wider world.

Aims

- To ensure everyone in the school is familiar with SMSC and our school values.
- To ensure SMSC is being embedded in the curriculum and general school life.
- To ensure the children follow the golden rules and have a full understanding of what is expected of them.
- To promote respect and consideration for all.
- To ensure all children feel comfortable to express their own feelings and beliefs.
- To hold a better personal understanding of fundamental questions in life.
- To develop respect for other people's right to hold different beliefs.
- To develop a positive attitude towards living in a society of diverse religions.
- To have a curriculum that follows our six school values. Our school values are: integrity, kindness, difference, friendships, respect and care.
- To have a curriculum that has an equal value on children's physical and mental well-being.
- To promote a good relationship between home, school and the local and wider community.
- To ensure pupils understand their rights and the rights of others as set out in the UN Convention on the Rights of the Child.
- To promote respect, dignity and equality through a rights-respecting ethos.
- To encourage children to become responsible global citizens who understand their role in protecting the rights of others.

Spiritual Development

As a school, we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience;

- Develop their capacity for critical and independent thought;
- Foster their emotional life and express their feelings;
- Experience moments of stillness and reflection;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Pupils reflect on the meaning of fairness, justice and human dignity through learning about children's rights and the responsibility we all share to respect the rights of others.

Moral Development

As a school, we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual;
- Listen and respond appropriately to the views of others;
- Gain the confidence to cope with setbacks and learn from mistakes;
- Take initiative and act responsibly with consideration for others;
- Distinguish between right and wrong;
- Show respect for the environment;
- Make informed and independent judgements.
- Pupils learn that rights come with responsibilities and develop an understanding of fairness, equality and justice within the school and wider society.

Social Development

As a school, we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity;
- Learn about service in the school and wider community;
- Feel part of a community;
- Interact with all staff in school and with visitors to the school in an appropriate and polite manner;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Use the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding.
- Pupils are encouraged to express their views and participate in decision-making within the school community, for example through the School Council and class discussions, reflecting their right to be heard.

Cultural Development

As a school, we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain and how these influenced individuals and society;
- Celebrate the richness of culture and tradition;
- Develop an understanding of their social and cultural environment;
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions;
- Show kindness and care to all their peers.
- Pupils develop an awareness of global citizenship and understand that children around the world share the same fundamental rights.

Principles of Teaching and Learning

Our principles of teaching and learning are as follows:

Teaching and Learning

In class

- RE: children have the opportunity to learn about a range of religions and explore their own spiritual thinking through their own beliefs and values. We encourage visitors to speak with the children to enhance this.

- Teachers promote children's rights through classroom practice, discussions and curriculum links. Pupils are encouraged to understand how rights relate to everyday life in school, including respect for others, fairness and inclusion.
- Circle Time: the children will be able to discuss their views and take into account other pupils' ideas.
- History: children learn about and show curiosity towards how others lived and how this may have impacted their lives today.
- Whole Class Reading: each child is given a chance to share their own answers, listen to how others would answer the same question and respect that answers may differ.
- English: children are able to write creatively and freely to show their own individuality.
- Maths: children use teamwork to listen to others and give their own opinions.
- Science: children are able to look at a range of scientific developments and discuss the positive impact they have had on our lives.
- Computing: children are able to discuss the importance of the internet, how it has changed learning and give their own opinions on this.
- Geography: children foster wonder about the natural world and debate ethical environmental issues.
- PSHE: PSHE promotes spiritual development by growing pupils' sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve.
- Music: children appreciate a range of different musical styles and understand how these styles have influenced music today.
- PE: Children develop a sense of community through working in a team.
- Art and DT: children enjoy and celebrate personal creations. They have the chance to share these in front of the whole school and have a sense of achievement.
- All subjects: children are in an environment where they can answer and ask questions and will not be judged by others. We also promote a culture of 'marvellous mistakes.'

In School

- Children have a daily assembly and SMSC is planned into these assemblies.
- Religious events and festivals are celebrated in assemblies.
- The social and emotional aspects of learning are shared with children in assemblies.
- A clear behaviour policy has been set.
- Golden rules are displayed around the school for the children to follow. These are: I am gentle, I am kind and helpful, I listen, I am honest, I work hard and I look after people and property.
- Whole class reward system celebrates positive behaviour.
- All children and staff belong to a house and the winning house is celebrated.

- All children are given the opportunity to vote for their school council members and house captains.
- A link has been established with a school in Malawi. We share photos and videos of our schools to develop the children's cultural awareness.
- We have an eco-club which looks at how our school can be more environmentally friendly.
- Our behaviour policy and restorative approach are underpinned by the principles of a rights-respecting school, where all members of the community recognise and respect the rights of others.

Links with the Local Community

- Children collect for charities and make donations to local food banks.
- Children are given the chance to visit local places of worship and ask questions about others beliefs and values.
- Visitors are welcomed into school.
- Pupils are taught to appreciate and respect their local environment.
- We work closely in partnership with FODS (Friends of Dulverton School).
- Through charitable work, global links and community engagement, pupils develop an understanding of how they can support and uphold the rights of others locally and globally.

Ways of Responding

Children will have the opportunity to respond to material in a variety of ways. This may be through: poems, stories, visits and visitors, drama, art work, discussions, ICT, pair and group work.

Differentiation and Additional Educational Needs

Policy and practice in SMSC reflects the whole school policy and encompasses the full range of age and ability. The full range of strategies to achieve differentiated learning is employed including task, outcome, resource, support and pupil grouping.

Equal Opportunities

SMSC is embedded into Religious Education. It challenges stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards that diversity.

British Values

The British Values Policy should be read alongside this policy. Both are closely linked and are a main focus across the school.

Cultural Capital

Ofsted's definition of Cultural Capital is - "As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life."

At Dulverton, we enhance the children's Cultural Capital through the teaching of SMSC, which is embedded into the curriculum. Our aim within our teaching is to allow the children

to develop the skills and knowledge they need to live the most enjoyable and fulfilling life. We believe that being exposed to situations that they may not have experienced before is a crucial part of the children's success.

Cross-curricular Creativity

At Dulverton, we aim to offer an unparalleled richness of curricular activities so that every child in our school has the chance to thrive. By putting learning into context, we believe that it becomes more meaningful. Through a creative and cross-curricular approach, we can build a broader understanding of the concepts children are taught. Therefore, wherever appropriate, staff will teach National Curriculum objectives in a cross curricular approach, resulting in 'topic' work that the children can enjoy, achieve well in and be proud of.

Assessment

SMSC will not be individually assessed as it is embedded into every subject. Teachers will consider children's input and questioning when giving an assessed band in all subjects.

Role of the Subject Leader

The subject leader will

- Seek to ensure that all pupils receive their entitlement of SMSC.
- Ensure all teachers are aware of what should be taught in SMSC, what resources are available and what standards of attainment are expected at the end of each key stage.
- Support colleagues and develop their subject expertise.
- Develop strategies to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject pupils' progress and standards of achievement.
- Seek opportunities for professional development for themselves and other staff.
- Order resources, organise displays and distribute resources to classes.
- Arrange for visits and visitors to enhance and enrich the curriculum.

Resourcing

SMSC will be funded alongside British Values to enable a full range of resources to be purchased, such as books for teachers, pupils and the library, pictures, music, CDs, DVDs and visitors. All resources will be listed, stored safely, be easily accessible and kept in good condition.

Review

The SMSC subject leader will monitor SMSC in all year groups through planning and work samples, as appropriate. The effectiveness of the subject leader will be evaluated in discussions with the headteacher. Resources, teaching methods and needs should be identified and priorities for INSET or external review should be established. This evaluation will form the basis for an action plan which will inform the school improvement plan.