Spiritual, Moral, Social and Cultural Education

inc Promoting Fundamental British Values

Reviewed: 18.05.2025

Next Review: Term 5 2028

Fairfields School

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Context

At Fairfields, we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to achieve & learn and prepares them for the opportunities, responsibilities and experience of adult life.

"Cultural Capital is the 'golden thread' that runs through everything the school does to teach children well" (Ofsted)

At Fairfields our Curriculum for All directly supports the school in promoting Spiritual, Moral, Social and Cultural Education

- **Inclusion is at the heart of all we do.**
  - We ensure our children access the curriculum at a level that reflects their strengths and needs.
  - We have inclusive classes where children are grouped chronologically.
  - We ensure children have opportunities to interact with one another throughout the school day
- **Children learn best when teaching is memorable, purposeful and meaningful.**
  - Our curriculum is creative, providing children with opportunities to use and apply their skills.
  - Our learning environments are stimulating, promoting our children's curiosity and enquiry.
  - We endeavour to deepen children's understanding so that they can apply their learning in everyday situations.
- **All children can achieve.**
  - Our small step developmental skills-based curriculum enables our children to follow their own learning journey.
  - All children can achieve because we have accurate assessment of their starting point and clarity about their next steps in learning.
- **How children learn is as important as what children learn.**
  - We ensure that all our staff have an underlying understanding of how children learn and apply this to their everyday practice.
- **Children learn when they are happy and secure.**
  - Through our in depth knowledge and understanding of each child we ensure that we meet their physical, social and emotional needs in order to maximise their potential for academic learning.

The four areas can be defined as:

Spiritual Development: is about being reflective about beliefs, values and aspects of human experience, using imagination & creativity and developing a curiosity in learning.

Moral development: relates to recognising right and wrong in school life and outside, understanding consequences, investigating moral & ethical issues and offering reasoned views.

Social development: involves using a range of social skills in different contexts, working well with others, resolving conflicts and understanding how communities work.

Cultural development: has to do with responding positively to a range of artistic, sporting and other cultural opportunities and to understand, accept, respect and celebrate diversity.

At Fairfields we aim to provide the following:

- A stimulating experienced-based curriculum that is meaningful, appropriate and relevant to our pupils, enabling them to maintain progress and reach their full potential
- A safe and secure learning environment
- A consistent approach to the delivery of SMSC development through the curriculum, pupils' personal development and the overall life of the school
- Close liaison and working partnerships with parents/carers and other service providers
- Adults who are good role models and promote expected behaviour, treating everyone as unique and valuable individuals and showing respect for students and their families

"Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society" (Ofsted)

Spiritual

Fairfields will provide opportunities for pupils to:

- Use imagination and creativity in learning
- Gain an understanding of feelings and emotions and their likely impact
- Explore beliefs, religious or otherwise, and respect for different people's beliefs and values
- Experience moments of stillness and reflection
- Reflect on, consider and celebrate the wonders and mysteries of life
- Develop curiosity in their learning
- Foster an enjoyment and fascination in learning about themselves, others and the world around them

Moral

Fairfields will provide opportunities for pupils to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Take initiative and act responsibly with consideration for others
- Make appropriate and informed decisions and choices
- Show respect for the environment
- Manage their own behaviour
- Develop and apply an understanding of right and wrong in their school life and life outside school.
- Understand the consequence of their actions

Social

Fairfields will provide opportunities for pupils to:

- Develop a positive self-image and an awareness of their rights and responsibilities
- Learn to be effective communicators (including the use of augmentative systems)
- Help others in school and the wider community
- Develop personal qualities valued in society e.g. honesty, consideration, independence and self-respect
- Exercise leadership and responsibility
- Form and maintain worthwhile and satisfying relationships
- Take part in a range of activities requiring social skills
- Work co-operatively and collaboratively

Cultural

Fairfields will provide opportunities for pupils to:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Extend their cultural awareness through visits and residential trips
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school

SMSC at Fairfields School

Opportunities are created for the development of Spiritual, Moral, Social and Cultural Development through the curriculum in each learning area and in other wider school opportunities.

- The curriculum as a whole
- The Physical, Health and Well-Being Learning Area (inc PSHE and Citizenship)
- The Understanding the World Around Us Learning Area (inc RE)
- Circle Time
- Assemblies (See also Collective Worship Policy)
- The Fairfields Code of Conduct
- Structured reward systems
- Extra-curricular activities
- Participation in school sports activities
- Educational visits
- Pupil voice
- Special days (fund raising, cultural experiences and immersion days)

PROMOTING FUNDAMENTAL BRITISH VALUES

At Fairfields we recognise the multi-cultural, multi faith and ever-changing nature of the UK. We promote British Values through our spiritual moral, social and cultural education offering many broad and balanced opportunities for development throughout the curriculum.
All school staff demonstrate and promote such values and attitudes, providing positive role models for the children.
British Values has been identified as 5 key elements detailed below, together with examples of how this is achieved in everyday practice, linked to the areas of our curriculum.

DEMOCRACY

Understanding the world around us – aware of others and sensitive to differences.

Physical, health and wellbeing – building relationships; listening to others; initiating play and conversations; resolving conflicts; playing co-operatively and taking turns; enjoying responsibility of carrying out small tasks; sharing; beginning to solve problems and negotiate; work as part of a group; understand and follow rules; Pupil Wellbeing Champions; team games; negotiation with others.

English – listens to others and responds to what they hear; understanding body language.

TOLERANCE OF THOSE OF DIFFERENT FAITHS & BELIEFS

Understanding the world around us – joining in with family customs and routines; knowing about similarities and difference between themselves and others and among families, communities and traditions; showing awareness of and interest in different ways of life, culture, and religions.

MUTUAL RESPECT

Understanding the world around us – beginning to have their own friends; aware of others and sensitive to differences; showing care and concern for living things and for their environment.

The Arts– play alongside and co-operatively with others; represent own ideas, thoughts and feelings through creative activities.

English – listens to others and responds to what they hear; understanding body language.

Physical, health and wellbeing – enjoys company of and interacts with others; shows affection and forms special friendships / relationships; awareness of own and others feelings; take turns; understands own actions affect other people.

INDIVIDUAL LIBERTY

Understanding the world around us – beginning to have their own friends.

The Arts – favourite songs; develop preferences; express feelings and ideas; making choices.

English, communication and languages – communicating needs and feelings; make requests.

Physical, health and wellbeing – moving freely; expresses needs and wants, likes and dislikes; considers and manages some risks; seeks support; sense of self as an individual; expresses own feelings, preferences and interests; sense of self; saying 'no'; requesting help; confident to try new activities.

RULE of LAW

English – follows directions

Physical, health and wellbeing – aware of boundaries and of behavioural expectations; co-operates with routines and can adapt behaviour to different events, changes in routine and social situations

Involving parents

Parents are encouraged to visit and be involved in school life. We regard home-school links as crucial, enabling parents and teachers to work in an effective partnership to support the pupils.

Equal Opportunities

It is the responsibility of each class teacher to ensure that children of both sexes and all cultural backgrounds have equal experiences and encouragement. All children are entitled to a broad and balanced programme of activities. It is recognised that these opportunities will need to be carefully planned within SMSC education, with staff showing consideration at all times for the cultural background, gender, special needs or home circumstances of each child.

Monitoring and Evaluation

Monitoring and Evaluation Provision for SMSC is monitored and reviewed on a regular basis, in line with the monitoring and evaluation policy.
This is achieved by:

- Monitoring of teaching and learning by senior leadership team and governing body
- Regular discussion at staff and governors' meetings
- Collection of supporting evidence

Link to other policies

Monitoring and Evaluation
Curriculum
Quality of Education
Physical, health and well-being
Understanding the world around us