

Broad Heath Primary School Spiritual, Moral, Social and Cultural Education Policy (SMSC)



1. Content

Broad Heath implements teaching within SMSC in line with government and local authority policy to ensure development of children in their understanding of spiritual, moral, social and cultural matters.

2. Aims

The central aims of this policy are to enable pupils to acquire an understanding of spirituality and to consider some of the fundamental questions of human existence which religions understand in different ways. Broad Heath aims to support pupils in:

- Learning and achieving.
- Enjoying and feeling stimulated by their SMSC learning through varied and interesting teaching.
- Developing knowledge and understanding of key religions practiced in Great Britain and Coventry.
- Understanding the impact of religion and religious groups at a local and national level.
- Learning to reflect on their own beliefs in a way that allows them to develop their own understanding and thinking around religious matters.
- Encouraging children to think about their beliefs and values in light of the beliefs and values of others and respectfully identify similarities and differences.
- Develop skills and attitudes which will equip them to live in a multi-cultural, multi-religious community.

3. Teaching and Learning approaches.

- Teaching and learning will focus on the agreed statements outlined in the checklist of Major Entitlement Experiences – see Appendix 1.
- Pupils acquire knowledge of many of the principal world religions, which include: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.
- The schemes of work issued by Warwickshire in 2018 form the basis of our planning. SMSC is taught through a Key Question. Each Key Question follows a specific strand-Beliefs, Expressing or Living which maintains a balance between learning about religions and learning from religions. In planning the units of work it will be recognized that many pupils will have value systems which are not based on religious beliefs.
- Each Key Question implements the principal aim of SMSC, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
- British Values forms an integral part of SMSC teaching and learning. This is incorporated into project week planning, assemblies, circle time activities and is showcased predominantly through blog and display work.
- Presentation and marking follow the schools agreed policies.
- Pupils will be given opportunities to develop the following skills, abilities and attitudes:
 - reflection and empathy
 - communication through art, drama and music, including performance in assemblies, as well as speaking and writing
 - enquiry
 - respect, sensitivity, open mindedness and self esteem

4. Organisation of SMSC

Children are taught in separate year groups. Lessons occur weekly and every lesson is recorded (through written work, printed slips, learning comments, blog work or pictures).

5. Equal Opportunities

All pupils have an equal entitlement to learn about different religions, irrespective of social background, culture, race, religion, gender, differences in abilities and disabilities. The school will endeavour to meet the needs of all pupils with appropriate strategies implementing our Equal Opportunities Policy.

6. Assessment, Recording and Reporting

The assessment, recording and reporting of SMSC is conducted within the guidance of the whole school policy. Class Teachers are responsible to assessing SMSC termly and recording this information on Cornerstones. A subject portfolio is kept by the subject coordinator(s) showing the progression, skills taught and assessment information.

7. Monitoring and Evaluation

The SMSC curriculum is monitored through:

- Analysis of planning
- Analysis of pupils work
- Classroom observation
- Discussion with teachers
- Analysis of the SMSC portfolio
- Analysis of assessment data
- Interviews and discussions with children

8. Professional Development

Broad Heath recognises the need to support teachers in the teaching of SMSC. The school will arrange and lead in-service training for teachers, as appropriate.

9. Homework

Homework may be set in accordance with the school's homework policy. The school values the important role that parents can play in their child's education and welcomes parental involvement in home-based learning. Homework is often shared through blogs and 'Wow' homework activities.

10. The Role of the Subject Coordinator(s)

The SMSC coordinator is responsible for:

- Reviewing the agreed subject policy annually
- Provide advice to teachers about appropriate resources, teaching strategies and approaches to assessment
- Develop an overview of the SMSC curriculum to ensure that the Agreed Syllabus and subject policy are put into practice
- Conduct interviews with pupils
- Review and update the schedule of visits
- Bid for the SMSC budget allocation
- Co-ordinate the purchase, organization and storage of appropriate resources
- Assist with the regular monitoring, under the head teachers direction, of teachers planning, teaching and assessment and sharing the findings with the head teacher and governors
- Participate in the identification of agreed development tasks regularly

- Keep abreast of recent developments in the subject, attend relevant in-service courses and participate in planning and delivering school based INSET and discussion
- Produce a written report to the head teacher on a termly basis and report to the governing body annually and when required
- Maintain the SMSC portfolio with current examples of pupils work and monitor the standards

This policy was amended in June 2021 and will be reviewed annually.

Appendix 1

A CHECKLIST OF THE MAJOR ENTITLEMENT EXPERIENCES IN PRIMARY RELIGIOUS EDUCATION –During Key Stages One and Two pupils should encounter a variety of entitlement experiences. It is suggested that these should include:

1. Learning experiences, which help to develop an understanding of the key concepts and processes of the Agreed Syllabus for SMSC

- General investigative, enquiry and communication skills.
- Specific SMSC techniques, such as reflection and response.
- Breadth of knowledge and understanding of the six principal world’s religions, a sense of the overarching central themes to be found across all faiths.
- Attitudes and values

2. Learning experiences in SMSC, which relate to the main cross-curricular skills and themes.

- Investigative and reasoning skills, interpreting, analysing, exploring and evaluating, information technology.
- Reading – books, newspaper articles, encyclopaedias, source material, stories from the six principal world faiths, plays and poetry.
- Writing-explanations, accounts, reports, letters, stories, poems, dialogues and diaries for a range of audiences.
- Speaking and listening- discussions, role-play, drama and simulations (when appropriate) debates, receiving visitors, listening to audiotapes.
- Cross-curricular themes including links to personal and social development, citizenship, environmental issues, and health education.

3. Learning experiences, which help to ensure equality of opportunity as well as enhance knowledge and respect.

- Studying a range of religions, exploring the links and connections between them. This could lead to school enrichment opportunities in the form of school visits which will be done on the basis of enhancing knowledge and social inclusion.
- Considering the impact of religious beliefs and value systems on the lives of children, women and men.
- Explaining the causes and consequences of prejudice, discrimination and inequality.