



Policy for Spiritual, Moral, Social and Cultural Education Columbia Primary School

Our Vision

We want Columbia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. We are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Rationale

At Columbia Primary School we recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This policy defines what is meant by spiritual, moral, social and cultural education (SMSC). It outlines where elements of SMSC are taught explicitly through our curriculum and where it can be found in our environment.

This policy needs to be read in conjunction with the following:

- Columbia Primary School RE policy and the Tower Hamlets Syllabus for RE
- Columbia Primary School Learning and Teaching Policy
- Columbia Primary School PSHE Policy
- Columbia Primary School Educational Visits Policy
- Columbia Primary School Behaviour Policy
- Columbia Primary School Anti Bullying Policy
- Columbia Primary School Home School Agreement
- Columbia Primary School Equality Policy

Spiritual, moral, social and cultural development

Pupils' **spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning; and
- willingness to reflect on their experiences.

It is developed through:

- a broad and balanced curriculum which incorporates the Tower Hamlets RE syllabus;
- providing high quality learning and teaching that engages and motivates;

- a curriculum that has been developed so that it allows children to explore subjects imaginatively and creatively, finding links within their learning; and
- planned opportunities within lessons and sequences of learning/topics for children to reflect on and evaluate their learning.

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions; and
- interest in investigating, and offering reasoned views about, moral and ethical issues.

It is developed through:

- following the behaviour policy consistently and explicitly modelling/teaching appropriate ways of behaving in a range of contexts including when working with others outside of the school community;
- exploring the impact of behaviour with children and modelling the language of consequences and responsibilities; and
- assemblies and specific learning opportunities that explicitly explore pertinent moral and ethical issues.

Pupils' **social development** is shown 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;
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively; and
- interest in, and understanding of, the way communities and societies function at a variety of levels

It is developed through:

- partnership work with other schools and communities – this includes taking part in sports competitions, joint projects (transition project with a secondary school for example);
- modelling and explicitly teaching how we will work with different groups before taking part in collaborative learning opportunities; and
- exploring different societies and communities through our topic based curriculum.

Pupils' **cultural development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities; and
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

It is developed through:

- assemblies and specific learning opportunities that explore our cultural heritage;
- a curriculum that is rich in experiences across all subjects; and
- a curriculum that has PSHE and global learning embedded across all year groups.

Safeguarding from Radicalisation and Extremism

At Columbia Primary School, we recognise that protection from radicalisation and extremist narratives is a safeguarding issue. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Columbia Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We believe that having a planned curriculum that reflects these values is a key strategy in preventing extremism and radicalisation. Please see our child protection policy for further details.

Signed on behalf of the Governing Body:	
Position:	Date:
Approved in March 2019 by the Curriculum and General Purposes Committee on behalf of the Governing Body of Columbia School. To be reviewed in March 2022 unless any statutory documentation is published which supersedes this policy.	