



**Dropmore Infant School**  
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**Chair of Governors:** Mr Tim Wicks

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## **1. Introduction:**

At Dropmore Infant School we recognise that the pupils, spiritual, moral, social and cultural (SMSC) development plays a significant part in their ability to learn and achieve. We also promote fundamental British Values within our school, recognising the importance of educating our children to become responsible and respectful members of society. We are passionately committed to providing all pupils with a rich and varied set of opportunities for personal development in these areas, therefore ensuring they have the knowledge and cultural capital they need to succeed.

## **2. SMSC**

### **2.1 Definitions (from Ofsted School Inspection Handbook 2019 pg59-61)**

#### **Spiritual development includes developing their:**

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- sense of imagination and creativity in their learning
- willingness to reflect on their experiences

#### **Moral development of pupils includes developing their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

#### **Social development of pupils includes developing their:**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### **Cultural development of pupils includes developing their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## 2.2 Examples

Teachers are aware of the importance of planning opportunities to explore a wide variety of spiritual, moral, social and cultural areas of development. At Dropmore Infant School we discuss this as a staff body (for example when planning our topic work or organising whole school events) and teachers will do this individually when planning their individual lessons. SMSC is mainly delivered through cross curricular activities and initiatives. It reviewed regularly and adapted where necessary.

Listed below are some of the key examples of how we develop the pupils, spiritual, moral, social and cultural (SMSC) development. It is under constant review and adapted based on current issues and needs or interests of the children.

### SPIRITUAL

- Weekly whole school worship assemblies explore traditions and beliefs and also support RE learning in class. In addition, these assemblies also recognise key festivals and special times, for example an assembly about Eid.
- In Reception, children have a special week each term where they learn about a different festival or special day within a religion, for example Diwali. This learning is shared with KS1.
- Pupils are encouraged to share knowledge about their Religion or key festivals in their culture within their class and to the whole school.
- We have a close relationship to the local church (St Anne's Church). The Reverend leads assembly at least once a half term and works with the school to support events such as Harvest Festival and the school Christmas carol concert.
- The children have the option to take part in collective worship.
- The school may go on visits to places of worship to further develop knowledge and experience.
- Teachers are encouraged to ask varied and differentiated questions; ones which encourage deeper questions and give children space for their own thoughts, ideas and concerns.
- At the end of every RE topic, children in Y1 and Y2 reflect on what they have learnt and what more they would like to find out.

### MORAL

- At Dropmore Infant school, children learn about morals linked to our school values - independence, respect and curiosity. These are on display throughout the school and regularly referred to in class and assemblies.
- We have a positive behaviour system across the school, with clear displays in each classroom with the behaviour chart and rewards.
- We hold a whole school sharing assembly every Friday which celebrates effort and achievement in school.
- Children choose others to receive kindness awards for their behaviour.
- Achievements such as kindness awards are celebrated in a weekly parent newsletter.
- There is a whole school house point system with house captains.
- There are regular updates and reminders in assemblies on morals and behaviours.
- There are weekly wellbeing assemblies which explore values and morals.

- Through our PHSE curriculum (Jigsaw), children are given opportunities to discuss and debate moral and ethical issues.
- There are specific assemblies and class discussions/lessons that cover moral development for example during Anti bullying week and E-Safety Week.

### **SOCIAL**

- We create a sense of school community by providing opportunities for all year groups to work together e.g. weekly during Mile a day and through other themed afternoons and school events such as Sports day and school trips.
- In class, children often work in groups or pairs to support learning. KS1 use Learning partners/talk partners and Reception often work in groups for their adult led learning.
- Playground pals are assigned and there is a friendship bench in playground during break and lunch if children need someone to play with or speak to.
- We encourage parents to volunteer to support pupil's learning, particularly in reading. We also hold special afternoons where parents are invited to work with pupils for example a Christmas craft day.
- We hold Christmas and Summer Fayres where past children and teachers are welcomed.
- We support student teachers and others wishing to take on work experience at Dropmore.
- We have close links with other school communities in Bucks through hosting an annual Country Dancing Festival and Football Festival.

### **CULTURAL**

- At assemblies we often share stories from other cultures and countries.
- We encourage families at the school to help support our children to learn about different cultures and traditions, for example a parent speaker
- In Reception, we examine 'people and communities' and explore the similarities and differences between us.
- Our curriculum topics encourage children to reflect on their own culture as well as explore others. They run on a three-year cycle and include topics such as 'Britain'
- We choose school trips that broaden pupils cultural understanding e.g. trips to RDA South Bucks and Thames Valley Adventure Playground
- Pupils are given opportunities to engage in democratic processes such as voting on House Captains.
- Through our PHSE and RE curriculum, we cover values of democracy and respect and tolerance of different faiths and beliefs.

### 3. British Values

As well as promoting spiritual, moral, social and cultural areas of development within school, we also promote the following fundamental British values: ***Democracy, The Rule of Law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs.*** Listed below are some key examples of how we teach and promote these values.

#### **Democracy**

Children are given the opportunity to have their voices heard in school. Before each topic, teachers discuss with the pupils what they would like to learn. At the end of each topic the children are invited to self-reflect on what they have learnt and what they would like to know more about. The school also carries out an annual pupil survey to gather their thoughts and feelings about the school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. School Playground Pals and House Captains are elected democratically in Year 2 through voting at the beginning of each term. Pupils can also nominate their class mates for a kindness award.

#### **The Rule of Law**

Children are made aware of the importance of laws, whether they be those in class, the school or the country. We encourage our pupils to distinguish right from wrong. At Dropmore, there is a clear behaviour management strategy with rules and each year group writes up their own class rules together at the beginning of the school year. Pupils are taught the value and reasons behind school rules and national laws. We discuss with the children and make clear the consequences when rules in school and laws are broken. We arrange visitors to support their understanding in this such as the Police and the Fire Service.

#### **Individual Liberty**

Linked to our school value of Independence, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety and our PSHE lessons.

#### **Mutual Respect**

Respect is one of our core values at Dropmore. The pupils know and understand that it is important to show respect to themselves and others. This is reflected in our school rules, displays, newsletters, website and in the curriculum where opportunities arise. Where pupils show our core values of respect they are awarded with house points. House Captains remind children in their house of good core values of behaviour in school and towards others when visiting classrooms. We focus on a different value each term, and children are given the opportunity to express their opinion on what these values are like within our school and suggest possible improvements.

#### **Tolerance of those of Different Faiths and Beliefs**

Dropmore Infant school enhances pupils understanding of different faiths and beliefs through Religious Education lessons, PSHE work, welcoming visitors into our school to speak to the children and enjoying a depth of study about other culture and beliefs during themed days or weeks

Collective Worship is planned termly to recognise key dates within different faiths and cultures such as Eid and Diwali. The children attend weekly wellbeing and worship assemblies which support Members of different faiths are encouraged to share their knowledge to enhance learning within our school.

#### **4. Monitoring and Review**

Monitoring and review of SMSC and British Values at Dropmore is carried out by the SMSC Lead. They:

- monitor and log work in the school.
- support colleagues in their teaching and keep them informed of any new developments.
- provide the Headteacher and Governing Body an annual summary and evaluation report of SMSC work at Dropmore.
- speak to the pupils about different areas of SMSC to gather pupil voice.
- monitor examples of SMSC and British Values on display around the school and share examples on the school website with parents.

#### **5. Equality Impact Assessment:**

At Dropmore Infant School we provide a broad and balanced curriculum to all pupils, irrespective of special educational or medical needs or protected characteristics. Teachers provide learning opportunities that are matched to the needs of the children, respect all faiths and ensure all children are able to take part in the activities planned.