



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

Spiritual, Moral, Social and Cultural (SMSC) Policy

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ALWAYS ACHIEVING OUR POTENTIAL



1. Overall Aims

The OFSTED school inspection handbook 2024 states that we should ensure;

'The curriculum extends beyond the academic, vocational or technical and provides for pupil's broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality'.

1.1 What is SMSC at Fountains:

Spiritual, Moral, Social and Cultural (SMSC) education is embedded in our school ethos and all four of our curriculum pathways. We value the importance of SMSC and aspire for all of our children to develop an understanding of SMSC suited to their own individual cognitive ability. We have an extensive Cultural Capital offer that provides opportunities for the children beyond the classroom, preparing them for later life. Therefore, we strive towards the following;

1.2 At Fountains, to help our children achieve their potential through SMSC we will:

- Hold whole school events, enrichment days and celebrations
- Personalise curriculum pathways
- Have key stage leads to ensure the involvement of all children
- Develop an awareness and respect for diversity
- Develop an understanding of right and wrong
- Develop greater independence
- Promote our children to accept responsibility for their behaviour and show initiative
- Encourage children to make their own choices
- Introduce various communication skills which allow choices to be made about likes/dislikes in school and educational visits in the wider community
- Encourage children to part in sporting and cultural opportunities
- Develop an awareness of Fundamental British Values (FBV).
- Teach and promote our school values which develop each child's Personal Learning and Thinking Skills.

2. Spiritual development

2.1 This is shown when:

- Children are shown beliefs and experiences; respect faiths, feelings and values.
- Enjoy learning about each other and the world around them; using their imagination and creativity.
- Children show a willingness to reflect on what they have seen

2.2 What this looks like at Fountains Primary school

Children are encouraged to have a sense of self and pride for who they are as an individual. At Fountains, we consistently model and encourage positive communication, sharing, turn taking and see all of the children as individuals.

Our curriculum offers are beyond the classroom. The children's creativity and imagination is fostered through extra-curricular activities including choir and gardening club; forest school and outdoor learning opportunities; cultural capital events including Careers Day and Around the world day and Whole school charity days including Red Nose Day and Save the Children Christmas jumper day.

The children following our functional curriculum take part in weekly RE lessons and follow the Jigsaw scheme our work which have regular links to assemblies. All other children take part in 'collective' assemblies which are 'sensory' led or have a singing focus. These opportunities ensure that all children feel a sense of belonging to each other.

3. Moral Development

3.1 This is shown when:

- Children recognise right and wrong
- Understand the consequences of their actions
- Investigate moral and ethical issues; offer reasoned views.
- Develop independence
- Children are able to make choices.

3.2 What this looks like at Fountains Primary school

For many of our children, understanding the difference between right and wrong can be a difficult concept to understand. Fountains promotes positive behaviour and good choices through staff developing relationships with the children, modelling expectations and regularly praising children for acceptable behaviour. We recognise and celebrate good choices and achievements during whole school assemblies through PLTS certificates.

Where appropriate, some children are supported by Positive Behaviour Support Plans, which are individualised and reinforces the needs of the children. We encourage all children to explore their emotions using the Zones of Regulation, becoming self-managers and exploring and accepting a range emotions and finding ways to manage these.

Fountains is dedicated to the health and wellbeing of our children. All children have access to our wellbeing team through referrals, providing opportunities for self-reflection and behavioural support.

4. Social Development

4.1 This is shown when:

- Social skills are used in different contexts
- Participation and cooperation in a variety of communities and social settings
- Engaging and accepting British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance).

4.2 What this looks like at Fountains Primary school

Social skills are a key area and a vital part of our children's independence and development. Where appropriate, children are supported in communicating through the use of symbols, Makaton, objects of reference, technological aids and gestures.

We provide opportunities for children to participate in trips into the local community, cooperating in life and social skills and developing an understanding and appreciation for other cultures and beliefs.

The children have frequent memorable moments with links to current Cornerstones topics which may include unstructured play opportunities, visits into the community and opportunities to work in a group as team workers.

5. Cultural Development

5.1 This is shown when:

- Interest, understanding and participation in culture opportunities within the local community and wider world
- Recognising and valuing the things we share across cultures, religions, ethnicities and socio-economic communities
- Knowledge of Britain's democracy and its role in shaping our history and values

5.2 What this looks like at Fountains Primary school

Fountains offer a holistic approach to learning and is committed to offering wider opportunities, providing an all-encompassing learning experience. Children participate in trips out into the community, allowing them to learn about and appreciate diversity and uniqueness.

The children are taught to respect others and engage in multi-cultural opportunities such as whole school events, culture days and assemblies, learning and respecting other cultures at a level appropriate to them including Diwali, Eid, Chinese New Year and Pancake Day.

Through a child-led voting system, children may have the opportunity to be on our school council, Eco or Online Safety committee where pupil voice is highly acknowledged and respected.

6. British Values

6.1 Our Values Statement

At Fountains, we aim to promote FBV through SMSC education that runs through all four of our curriculum pathways to support the holistic development of our children. These values and attitudes are promoted by all staff providing a model for behaviour and outcomes. The curriculum offers broad and balanced opportunities, which are differentiated and personalised to meet the needs of each individual.

6.2 Democracy is shown when:

- Children are part of our school council including Eco committee and Internet Safety committee
- Children take part in a whole school vote
- Opportunities for pupil voice

6.3 Rule of Law is shown through:

- Children behaving as expected around school
- Core values of our Personal, Learning and Thinking Skills (PLTs) are followed
- Children show trust and respect to others
- Children have an understanding of the value of school property

6.4 Individual liberty is shown through:

- Individual curriculum pathways which encourage independence
- PLTs certificates
- Annual awards ceremonies
- After school clubs and summer schools

6.5 Mutual Respect and Tolerance is shown through:

- High expectations on behaviour
- Jigsaw scheme of work
- Personal, Learning and Thinking skills
- Tolerance of different faiths
- Learning about different religions such as Chinese New Year celebrations

6.6 Impact - In order to reflect further on the impact of all our work on SMSC;

- We engage governors, families and community
- Observe staff and pupil interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices