



Spiritual, Moral, Social and Cultural Development Policy

SMSC

Last Revised: March 2023

Policy Owner: Head of SMSC

Date of next review: _____ April 2024 _____

Signed: _____ *Ed Currie* _____ Date: _____ 1.5.23 _____

Printed: _____ Mr Ed Currie _____

Chair of Governors

Signed: _____ *Andrew Rudkin* _____ Date:
_____ 1.5.23 _____

Printed: _____ Mr Andrew Rudkin _____

(Headmaster)

Policy Statement

This is a whole school policy and applies to all members of Lyndhurst School including Early Years (Reception – Nursery), where the EYFS Framework is followed. We use the Development Matters (2021) as a guide for planning.

This policy was prepared by the Deputy Head, in consultation with members of staff responsible for the responsibility for promoting the SMSC development of children across the school.

Roles and Responsibilities

Lyndhurst School's Directors/Governors are responsible for ensuring that the school satisfies Regulation 5 of the Independent Schools Standards Regulations. Day-to-



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day responsibility for overseeing the spiritual, moral, social and cultural development of children has been delegated to the Headmaster and staff body.



Spiritual, moral, social and cultural development of children

Development of the spiritual, moral, social and cultural awareness of our children underpins all we do at Lyndhurst School; it is integrated in all our academic, non-academic and pastoral interactions with our children, and is specifically taught and reinforced through assemblies, form times, PSICHE lessons, school trips and visits, positive behaviour management, constructive feedback and our tutorial system. SMSC permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Children are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Children learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the Children to make comparisons and develop knowledge of lifestyles and choices of others.



Through this system of specific and integrated approaches we:

- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures; and
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- Encourage respect for democracy and support the participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Children are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

Social

- Understanding Fundamental British Values and how they relate to our interactions with others.
- There is a high level of expectations at mealtimes and on the playground to promote appropriate social interaction. Children play together in group games and imaginative play on their own and with adults.
- Circle time or reflection time features in all classes promoting turn taking and social interaction.
- The PSCHE (Jigsaw) scheme of work contains units on Health Me, Relationships and Living in the Wider World.
- Children learn to be effective communicators through the school's approach to empowered education where the children have time to listen, question and consider
- Educational visits within the community and residential trips from year 3 onwards.

Moral

- There is an agreed reward system in place – House Points - so that all children have clear expectations of rewards and sanctions for levels of behaviour



- Celebration Assembly each week celebrates a myriad of success for good behaviour, effort, achievement, sports, art, language, citizenship and community awards. Everyone shares in the success.
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- If appropriate, behaviour plans are agreed and implemented in discussion with parents and relevant staff.
- The PSCH (Jigsaw) scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, understanding consent, caring for one another, making and keeping friends, living in a community, online safety.

Spiritual

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Sikhism, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSCH (Jigsaw) and circle time/ reflection time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Children are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. The wonder of nature, scenery, beautiful objects, music, art, drama etc.

Cultural

- There are regular celebrations of religious festivals over the year including harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- Geography and RE have units on other cultures and religions and enjoy regular field trips.
- English includes units on stories from other cultures.
- All children are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children celebrate famous or influential LGBTQ+ individuals
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.



Active Promotion of British values and principles

Active promotion of fundamental British values is achieved through our PSCHE programmes, plans for assemblies, school council and work in relevant curriculum subjects and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for the children.

Discriminatory or extremist opinions or behaviours are challenged as a matter of routine. While teachers are not required to promote lifestyles contrary to the school's ethos, they are required to promote respect for others regardless of their lifestyle or cultural traditions.

'British Values' have been identified as:

Democracy

The ability to understand and communicate are the most important areas of learning. We ensure that children are given a 'voice' to communicate. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each other and by listening and responding to that voice we demonstrate that we support democracy and liberty. We have an active School Council where the Form and Vice Captains are voted for by the others in the class.

Rule of Law

We involve children in setting codes of behaviour; helping children to make decisions and choices that are acceptable to the school community and society at large. Children are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty

Children are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in numerous charitable events that are nationally recognised such as Red Nose Day / Odd Socks day and charitable activity generated by the children as well as our own school affiliations with local charities. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.



Mutual Respect

We promote each child's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, theatre groups etc. The curriculum is personalised and planned for pupils and includes on and off-site activities and visits using a range of resources and places including going into the community to meet with a range of schools/colleges. We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Understanding and knowledge expected of children

Considering their age and developmental stage, children acquire the following understanding and knowledge:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other beliefs and faiths is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (of having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Guidance on teaching political issues

All staff at the school are required to ensure that children are offered a balanced presentation of views. The promotion of partisan (that is: one-sided) political views in the teaching of any subject in the school is precluded.

This should not prevent children from being exposed to political views or from discussing political issues in school. However, children should not be actively encouraged by teachers or others to support particular political viewpoints.



Where political issues are brought to the attention of children (either while they are at the school or while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere) they must be offered a balanced presentation of opposing views.

All staff are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out children on grounds of religious belief, political views or sexuality, or presenting extreme views without balance on a topic is not acceptable.



Evidence of SMSC across Lyndhurst School’s Curriculum:

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Mathematics	<p>By making connections between child’s mathematical skills and real life; for example, creating pie charts to compare how a child in India spends their day with how children at Packmoor spend their time.</p> <p>By considering pattern, order, symmetry and scale in both the man made and natural world.</p>	<p>By engaging child’s playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example at harvest time, child’s consider the percentage of people around the world suffering from hunger.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on poverty and bullying, including cyber bullying in anti-bullying week.</p>	<p>By asking questions about the history of maths: for example, ‘What did the Greeks discover that we still use in maths today?’</p>
English	<p>In responding to a poem, story or text; child’s can be asked, ‘I wonder what you think happens next?’ ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’</p> <p>By appreciating the beauty of language.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behavior; child’s can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media.</p> <p>By providing opportunities for talk in a range of settings, especially through the ‘Talk 4 Writing’ approach.</p>	<p>By child’s telling stories from their own cultures and backgrounds creating the idea that ‘everyone has a story to tell’</p> <p>By providing opportunities for child’s to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p>



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Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for childs to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as Star Walk which allow childs to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed.</p>	<p>By offering childs the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging childs to speculate about how science can be used both for good and evil.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p>
MFL	<p>By exploring the beauty of languages from around the world through topic work e.g. India and by learning French and knowing where around the world the French language is spoken.</p> <p>By exploring the way language is constructed.</p>	<p>By helping childs to have an accurate and truthful understanding of the French culture.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. forms of address in French.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions e.g. Divali and Chinese New Year.</p>



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History	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans had not invaded Britain or if the Normans had not been successful in 1066? By looking at the history of Andover and investigating the reasons why there are Iron Age hill forts etc.</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.</p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Isle of Wight area?</p> <p>By going beyond the facts and asking children to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' etc.</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans.</p> <p>By considering questions about social structure in the past. for example, What might children say about the rights of children in Victorian times? Is it important that society looks after young children? Are there people in the world who still don't get a fair deal? By encouraging children to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.</p>	<p>By exploring the history of the Isle of Wight and history around us in Ryde.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian Influence on British culture.</p> <p>By taking children on visits to heritage sites e.g. Brading Roman Villa.</p>
Geography	<p>By using Google maps and asking children to imagine what it might be like to live in different parts of the world e.g. India in Y2. By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Y1. By comparing their lives with children living in other countries or other part of the UK, possibly through a schools linking programme.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>By providing positive and effective links with the community, both locally in Ryde e.g. Y1 Incredible Edible planting and through linking with other schools with different demographics both in the UK and globally e.g. India in Y6.</p> <p>By considering social responsibility e.g. care for the environment in Y2 and impact of traffic on the local area in Y1.</p>	<p>By making links with other countries through schools linking and cultural theme days e.g. India in Y6.</p> <p>By exploring cultures that have had, and still have an impact on the local area e.g. Polish community.</p>



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RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering ‘big questions’ about God and the world</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life e.g. Y4 unit on prayer.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten commandments, the sayings (hadith) of Muhammad in Y6 unit.</p> <p>By investigating the importance of service to others in Hinduism and in Y4 Community unit etc.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur.</p>	<p>By exploring the qualities which are valued by our school through our core values of trust, love and courage, as well as a civilized society – thoughtfulness, honesty, respect for difference, independence and interdependence in Y1 rules and values in a community unit.</p> <p>By asking questions about the social impact of religion at an age appropriate level</p>	<p>By exploring similarities and differences between faiths and cultures - Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By considering in particular. different cultural expressions of Christianity in Y4.</p> <p>By learning about UK Saints, especially through celebration of these in worship.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>



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PSCHE	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos</p>	<p>By helping child to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for child to exercise leadership and responsibility through membership of the JLT and termly child surveys. E.g. child might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>

Art Design & Technology	<p>By providing plenty of rich opportunities for child both to explore the spiritual dimension and natural phenomena</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. birth of Jesus in RE. By allowing child to show what they know through their own expression of big ideas about life e.g. ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, visiting a museum and associated follow-up work.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p>
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Music	<p>By allowing child to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music.</p> <p>By considering how music makes one feel and can 'move us' deeply.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument e.g. By Year 4 all learning guitar</p>	<p>By exploring how an ensemble or orchestra works together</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p>	<p>By giving all child an opportunity to learn a musical instrument from Year 1 and to take part regularly in singing in each worship and for longer periods on a Friday morning each week.</p> <p>By encouraging child to listen and respond to traditions from around the world e.g. Indian music in Y6.</p> <p>By appreciating musical expression from different times and places</p>
Drama	<p>By allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. Different characters from fairytales in Y1, soldiers from the trenches in Y5.</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-bullying Week.</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self-esteem and encouraging self-worth.</p>	<p>By taking different roles from other backgrounds.</p> <p>By using different dramatic conventions to encourage empathy.</p>



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Computing	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web.</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. Skype.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p>
Sports	<p>By delighting in movement, particularly when child's are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help child's to become more focused, connected and creative</p> <p>By being aware of one's own strengths and limitations e.g. Y3 swimming lessons, participation in Sports Day.</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter school events</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling child's' to work together in a variety of different groupings and contexts.</p>	<p>By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p>