



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

Intent, Implementation and Impact



Knights Templar Community Church School and Nursery



Curriculum Area:

Intent

At Knights Templar Community Church School we put Spiritual, Moral, Social and Cultural Development 'at the heart' of everything we do. Through SMSC, we actively promote British Values. We encourage our staff and children to think about the kind of people we aspire to be, the kind of world we aspire to create and the kind of education we aspire to provide.

*It is our intention to ensure spiritual, moral, social and cultural development of children and the upholding of British Values are integral to our school ethos of preparing children to be successful global citizens. It is our intention to ensure that SMSC is woven into **all aspects** of our school curriculum. We intend to ensure children develop in non-academic terms to enable them to play a confident, informed role in society and have a fully developed values system and interact with others in a positive way. We want to ensure that the children of Knights Templar Community Church School can make a positive difference to the society in which they live; locally, nationally and globally.*

Through our provision of SMSC, we intend to actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of all faiths and beliefs. As well as actively promoting British Values, we also intend to actively challenge children, staff, parents or carers that are expressing opinions contrary to fundamental British values, including extremist views. In addition, it is our intention to take steps to ensure that where political issues are brought to the attention of children that they are offered a balanced presentation of opposing views. As a school, we show respect to differing views and celebrate diversity.

Through our SMSC provision we uphold the section in the Equality Act 2010 which guarantees that there will be no discrimination against any individual or group under the protected characteristics:

- a. age*
- b. disability*
- c. gender reassignment*

- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race
- g. religion or belief
- h. sex
- i. sexual orientation

Implementation

SMSC permeates our school ethos and values. We actively promote British values. Through the provision of SMSC we ensure that the following principles are actively promoted which –

- *enable pupils to develop their self-knowledge, self-esteem and self-confidence*
- *enable pupils to distinguish right from wrong and to respect the civil and criminal law of England*
- *encourage pupils 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 pupils 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 pupils to acquire an appreciation of and respect for their own and other cultures*
- *encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010*
- *and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England*

Through our provision of SMSC we will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of all different faiths and beliefs. Through actively promoting British Values the children at Knights Templar Community Church School will gain the following knowledge and understanding:

- *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 wellbeing 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 faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting unfair or illegal discrimination

Children and all stakeholders' voices are actively sought and listened to. We value and take on board all suggestions and address them appropriately. We do this in a variety of ways:

- o questionnaires
- o informal conversations
- o Knights Templar School Community Association (KTSCA)- where carers and parents have their say
- o Pupil voice activities
- o School Council
- o House Captains
- o Head Boy and Head Girl
- o Prefects
- o Eco Warriors
- o Digital Leaders

We have a School Council that represents the views of children. The school representatives have the responsibility to uphold the rights of all children in school. They sit on recruitment panels for new staff and have projects to contribute to school improvement.

Throughout projects that are covered in the curriculum, such as in PSHE, we teach about the importance of the role of democracy within our society, and the law that is applied in England.

Prevent Strategy

At Knights Templar School we are fully committed to the Prevent Strategy. We are committed to building resilience against radicalization by promoting British Values and challenging extremist views.

Staff and governors have undertaken eLearning training on Prevent provided by the Home Office which includes how to identify people who may be vulnerable to being drawn into terrorism and how to refer them into the channel process. Channel is a key process within the Prevent Strategy.

Impact

By the end of their time at Knights Templar, our young learners will be:

Confident individuals who through their SMSC development will show an:

- use of a range of social skills in different contexts, for example working and socialising with other children, 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
- willingness to reflect on their experiences
- understanding of the consequences of their behaviour and actions

Successful learners who through their SMSC development will show:

- use of imagination and creativity in their learning
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- 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.
- 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

Responsible citizens who through their SMSC development will show an:

- 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
- acceptance 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *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*
- *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*