



# SMSC Policy

**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:** 27.11.23

**Signed by Chair:** D. Hains

**Headteacher:** E. Rothlisberger

**Review Date:** November 2025

## **POLICY SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

### **OVERVIEW**

At Jigsaw Pupil Referral Unit (Jigsaw PRU) we place a high importance to the social, moral, spiritual and cultural development of pupils. In all aspects of the school's work and life and in our curriculum, teaching and learning we seek good and appropriate opportunities for pupils to grow in their spiritual awareness. We work hard to promote a good understanding of moral and ethical values to underpin our ethos and to provide foundations for good relationships within our community. As pupils grow and mature we place great importance on developing their social skills and social awareness. They learn about their own culture and about the diversity of cultures in this country and across the world.

### **OBJECTIVES.**

1. To help all pupils increase their spiritual awareness and development by exposing them to opportunities of awe and wonder that will contribute to their spiritual growth.
2. To enable all pupils to develop good moral values and understand about the importance of truthfulness and to know the difference between right and wrong.
3. For all pupils to build an understanding of justice, fair play, the consequences of our actions, respect, truth and honour.
4. To enable all pupils to get on well together as a school community and develop the personal and interpersonal social skills that makes for harmony and empathy for others.
5. To teach children about the wider society in which they live as citizens and the rights and responsibilities that come with that.
6. To give children an understanding of the rich culture in which they live and to increase their knowledge and understanding of the wider cultures that make up our societies and the diverse world in which they live.

### **INTRODUCTION**

1. OFSTED's School Inspection Handbook for September 2014 outlined the definitions for each area as:

#### **Social Development**

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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

#### **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong readily apply this
- understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues

#### **Spiritual Development**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

## **Cultural Development**

Pupils' cultural development is shown by 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 within school and further afield as an essential element of their preparation for life in modern Britain
  - 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
2. By following closely the recommendations we are able to positively promote the Spiritual, Moral, Social and Cultural education of our pupils whilst also enabling the teaching of British values; assisting children in their growth towards becoming valued citizens of modern Britain.
  3. This document is intended to be used in conjunction with our British Values policy, PSHE and RSHE policy and the work completed underpinning these values in all aspects of our roles at Jigsaw PRU.
  4. Due to the extent of work we complete in this area, any cases where elements and attitudes of children are either, disparaging or give cause for concern (in relation to extremist views, a lack of understanding, little or no tolerance, bullying etc.) we will hopefully be in a position to identify these areas and act accordingly due to the amount of work we undertake within this area.
  5. Due to the nature of a PRU we will use specific times to challenge and educate our children in areas that we feel are connected to the SMSC curriculum;
  6. Jigsaw PRU will undertake specific lessons and assemblies on a daily basis that promote SMSC/British values. This will be completed through themed and specific assemblies; promoting respect and tolerance in all aspects of school life, a variety of lessons that give promote British values within their content and within all aspects of life at Jigsaw.

## **STRATEGIES.**

1. Religious education will feature within our teaching and learning; within specific assemblies that focus on religious aspects; PSHCE sessions especially as a focus of individual belief, tolerance and equality; other ad hoc opportunities that respond directly to conversation with our children.
2. Assemblies following planned themes that explore important values, aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
3. Across the curriculum, teaching and learning pupils will experience awe and wonder as they have new experiences that lift their spirits.
4. Displays, IWP's and other resources reflecting British values, diversity, the beliefs of other people('s), equality and tolerance.
5. Promotion of the Jigsaw way.
6. Learning about contributions to society that certain famous people have made.
7. Moments of awe and wonder.
8. In the teaching of English the use of stories, plays, drams and poems will make significant contributions to spiritual, moral, social and cultural development.
9. Art, science, mathematics, design technology, music and physical education will all be used to provide opportunities for spiritual, moral, social and cultural education.
10. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to provide good opportunities for pupils to experience awe and wonder.

11. In religious education, through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and 'empathy and understanding for others.
12. Through history and geography and their increasing knowledge and understanding of the world, learners will be helped to develop an understanding of the British society in which they live and its cultural diversity. They will also learn about the diversity of cultures across time and across the world.
13. Children will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social, ethical and environmental issues.
14. Pupils will be taught how to develop the social skills that build society including how to work harmoniously with others, how to have empathy for others and how to respect the beliefs and cultures of others.
15. Across the curriculum, in teaching and learning pupils will learn how to behave, the importance of truthfulness and honesty. They will learn about the importance of kindness and care for others and of the importance of justice and fairness.
16. We develop a bank of resources to create an extensive collection of resources, artefacts and books to support the teaching of spiritual, moral and social education.
17. We will use, when possible and appropriate; local, national and international events to further enhance our work within both SMSC and British Values. These events could include but are not limited to; local and national elections; days/periods of religious significance, sporting events; anniversaries of historical events; the success of British citizens (for example: sports persons, musicians, artists, people from industry) on the global stage; the royal family and their history.
18. Members of staff have and will continue to attend relevant and appropriate training based around promoting British values.
19. All elements of SMSC and British Values, including ad hoc conversation alongside planned work within lesson and assemblies, will be recorded via the gridmaker.net recording scheme that we have developed. Please see images below. Figure 1 shows a snapshot of our SMSC curriculum which we call Jigsaw connect Figure 2 shows a typical academic year and the times we visit each element of SMSC.

### **The prevent Strategy and radicalisation.**

At Jigsaw we hold to the principles of the Prevent policy, all staff members are trained in the prevent duty to be aware of and reactive to any form of radicalisation. It is hoped that our SMSC policy supports the knowledge, British values and the social, moral, spiritual development of our pupils. When this is coupled with knowledge from the prevent strategy we feel confident in our awareness and potential prevention of radicalisation. We are also fully aware of the reporting structures of prevent and how this is linked to our safeguarding and child protection policies.

### **The Prevent strategy**


- Responds to the ideological challenge of terrorism and the threat we face from those who promote it
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to address

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

### **OUTCOMES**

The development of pupils' SMSC awareness will be core to our school's ethos. It will be established across the curriculum teaching and learning. It will have a strong visibility in the ethos, life and work of the school through pupils' behaviour, relationships, and attitudes. There will be visible evidence in displays, performances, music, drama and assemblies. Where appropriate, parents and the wider community will be encouraged to contribute to the development of SMSC education.

**Figure 1**

September 2023		Important Information					Jigsaw Connect 	
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
	<b>4</b> Newsround/Current affairs	<b>5 Back to school</b>	<b>6 E-Safety Acceptable use</b>	<b>7</b> International Literacy day (8 <sup>th</sup> )	<b>8</b> WOW – SLT	<b>9</b>		
<b>10</b>	<b>11</b> Newsround/Current affairs	<b>12 New beginnings</b>	<b>13 Roald Dahl day</b>	<b>14 Kindness</b>	<b>15</b> WOW – SLT	<b>16</b>		
<b>17</b>	<b>18</b> Newsround/Current affairs	<b>19 Hope-o-potamus</b>	<b>20 Aesops / religious story</b>	<b>21</b> International day of peace	<b>22</b> WOW – SLT	<b>23</b>		
<b>24</b>	<b>25</b> Newsround/Current affairs	<b>26 Aesops / religious story</b>	<b>27 Teachers choice</b>	<b>28 Class rules</b>	<b>29</b> WOW – SLT			

**Figure 2**

**Social**

- S1-Developing personal qualities and using social skills
- S2-Participating, cooperating and resolving conflicts
- S3-Understanding how communities and societies function

**Moral**

- M1-Developing and expressing personal views or values
- M2-Investigating moral values and ethical issues
- M3-Moral codes and models of moral virtue
- M4-Recognising right and wrong and applying it
- M5-Understanding the consequences of actions

**Spiritual**

- Sp1-Developing personal values and beliefs
- Sp2-Experiencing fascination, awe and wonder
- Sp3-Exploring the values and beliefs of others
- Sp4-Understanding human feelings and emotions
- Sp5-Using imagination and creativity in learning

**Cultural**

- C1-Exploring, understanding and respecting diversity
- C2-Participating and responding to cultural activities
- C3-Preparing for life in modern Britain
- C4-Understanding and appreciating personal influences

Area	How many times encountered (possible 97)
S1	34
S2	16
S3	54
M1	50
M2	14
M3	29
M4	35
M5	56
Sp1	23
Sp2	19
Sp3	52
Sp4	27
Sp5	7
C1	29
C2	26
C3	46
C4	23