

Ribble Drive Primary School



SMSC Policy

RATIONALE

At Ribble Drive we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of pupils and in their interactions and in the provision of teaching, resources and learning environments. Our purpose is to ensure that pupils leave us with a maturing understanding of the experiences and values of others and a growing sense of identity based on personal values and self-worth with the community.

Thus, we are enabled to realise both our Mission Statement:

"Be the best you can be"

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy applies to the whole school, including the EYFS

This policy supports Articles 2 (Non-Discrimination), 3 (Best Interests of the Child), 23 (Children with a Disability), 28 (Access to Education) and 30 (Children from Minority Groups): UNICEF: The Convention on the Rights of the Child.

Aims and objectives

- To give each pupil the opportunity to explore social and moral issues and develop a social and moral responsibility.
- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues throughout the curriculum and the general life of the school.
- To give pupils a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To prepare pupils for life in modern Britain.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

Definitions:

Spiritual

Ability to be reflective about their own beliefs, religion or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

Moral

Ability to recognise the difference between right and wrong and the pupils' readiness to apply this understanding in their own lives. 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. An understanding of the civil and criminal law of England and recognising the legal boundaries that apply to their own lives and actions.

Social

Use of a range of social skills in different contexts, including working and socialising with other pupils from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in and understanding of what fundamental British values may be and an awareness of how they can make a positive contribution to life in modern Britain.

Cultural

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Understanding and appreciation of the range of different cultures within school and further afield. Willingness to participate in, and respond positively to artistic, musical, sporting and cultural opportunities. Interest in exploring, 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Introduction

At Ribble Drive the pupils are encouraged to develop spiritual, moral, social and cultural awareness and to begin to make personal decisions and choices which reflect this development. Opportunities for the pupils to develop spiritually, morally, socially and culturally are provided throughout the curriculum, during lessons, assemblies, at lunchtime, playtime and extra-curricular activities.

Spiritual, moral, social and cultural education helps pupils develop personal qualities which are valued in a civilised modern British society; for example empathy, perseverance, respect, integrity, responsibility, fairness, optimism, courage, honesty and initiative. These are our school values and permeate everything that we teach at Ribble Drive through our 'Character Matters'. Pupils are rewarded for displaying these characteristics and this is celebrated in a weekly assembly.

Strategies

SMSC development is taught and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain 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

- There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction, teaching assistants are employed during this time to support this. Pupils play together in group games and imaginative play on their own and with adults.
- Circle times promote turn taking and social interaction.
- The PSHE scheme of work contains coverage of Health and Wellbeing, Relationships and Living in the Wider World.
- Educational visits within the community, including performing at Bridgewater Hall and The Royal Northern College of Music.
- Pupils are offered work experience by supporting our caterer, Mellors.
- Residential stay at Robinwood.
- Easter Bingo, Christmas Crafts, Come Dine with Me, class show cases, performances.
- Links with Bridgewater Hall, RNCM, The Met Theatre (Bury), High Schools and Bury College.

Moral

- A consistent behaviour system is used throughout the school.
- Whole school reading rewards.
- Weekly celebration assembly focuses on 'good work' but awards are also given for the character matter theme for the current half term.
- Regular meetings are held to discuss behavioural concerns to ensure that all staff are supported and that ideas are shared
- Behaviour plans are agreed and implemented with the help of SLT/outside agencies.
- All staff help pupils to deal with issues regarding school and classroom rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community. All this is

discussed during PSHE lessons and assemblies, individual pastoral care is always available when needed

- Raising money for charity- Children in Need, Red Nose Day etc.
- Links with All Saints church- recycling project.
- Daily collective worship.

Spiritual

- Pupils are encouraged to take part in periods of reflection at different times throughout the school week.
- Meditation/calming techniques are taught weekly via PSHE lessons.
- Reflections are recorded throughout RE teaching to encourage pupils to consider their own beliefs.
- Through the PSHE curriculum and Picture News, pupils are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in class assembly, looking for signs of spring during outdoor learning and educational trips, appreciating various school visitors, etc.
- All topics start with a 'wow' moment.
- Outdoor learning takes place whenever appropriate.

Cultural

- There are regular celebrations of religious festivals over the year including harvest, Diwali, Christmas, Easter, Eid, Rosh Hashanah and Chinese New Year.
- Ribble Drive welcomes visitors from other cultures to support with our religious themed days and learning within the classroom.
- Picture News explores news from around the world.
- Each year group visits a different place of worship.
- RE, PSHE, Topic, Food Tech, Art and Music have units on other cultures and religions.
- English includes units on stories from other cultures.
- Reading scheme represents different cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender. Pupils participate in a range of artistic, sporting and other cultural opportunities provided by the school.
- Daily collective worship.

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