



Spiritual, Moral, Social and Cultural (SMSC) Policy

Yew Tree Farm School
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Reviewed by - Executive Board

Next review date - 23/09/25

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Yew Tree Farm School, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Purpose of this policy

At Yew Tree Farm School, we recognise that the personal development of pupils: spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We not only actively promote SMSC development of all pupils at our school – they sit at the very heart of everything we do.

We therefore provide pupils with opportunities to explore and develop their own: values and beliefs; spiritual awareness; high standards of personal behaviour; a positive, caring attitude towards other people; an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world. By actively promoting these values, we will challenge opinions or behaviours in school that are contrary to fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

As of November 2014, all schools have a duty to 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.

This policy is informed by the DfE documents:

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils (Departmental advice for independent schools, academies and free schools) November 2013
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (Departmental advice for independent schools, academies and free schools) November 2014
- Promoting fundamental British values as part of SMSC in schools (Departmental advice for maintained schools) November 2014

This policy outlines how we nurture and support children's spiritual, moral, cultural and social development throughout the school. The policy is not exhaustive but rather gives a flavour of the ways in which we support our children to appreciate the world around them and how to be a valuable member of their community.

Aims

SMSC education at Yew Tree Farm School aims to be thoughtful and wide-ranging promoting pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.

General Aims

- To ensure that all children have a voice, that is listened to via the democratic process of our School Council
- To ensure that everyone connected with the school is aware of our aims, values and ethos
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings

and responses to personal experience

- 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 enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Aims of SMSC Development

In each of the areas of SMSC we have defined the behaviours, attributes and abilities that we aim to help to develop within our children. These behaviours, attributes and abilities are:

Spiritual Development

We see spiritual development as the way children acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Develop their emotional literacy and enable them to express their feelings and respect and value others
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Explore the surrounding world using imagination and creativity

Moral Development

We regard moral development as the way children acquire an understanding of the difference between right and wrong, show concern for others and reflect on the consequences of their actions and the actions of others.

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks, learn from mistakes, and understand consequences
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong and to respect school rules and the law
- Investigate moral and ethical issues
- Show respect for the environment
- Make informed, independent and reasoned judgments
- Value individual liberty

Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Develop their emotional literacy and enable them to express their feelings and respect and value others
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
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Cultural Development

We believe pupils' cultural development involves pupils acquiring an understanding of cultural traditions

and an ability to respond to a variety of aesthetic experiences.

- Recognise the value and richness of cultural diversity in Britain
- Participate in cultural opportunities
- Recognise and develop an understanding of world-wide faiths, traditions and cultures and their contribution to our society
- Understand, accept, respect, be tolerant of and celebrate diversity and know that it should not be the cause of any prejudice or discrimination
- Develop an understanding of their social and cultural environment

Promotion of British Values

The promotion of British values is an important part of our school ethos and is used as a means to develop the children's understanding in the following areas:

- 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 acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

How Will We Do This?

Table below shows how we will promote British Values and teach SMSC across the curriculum and whole school ethos at Yew Tree Farm School. The list is not exhaustive, but demonstrates the range of activities, events and systems.

Good / Outstanding practice guidance	Evidence at Yew Tree Farm School
Spiritual	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> ● Daily assemblies that cover key festivals in all religions and special days. ● Harvest festival celebrated with harvesting allotment. ● Donations to charity of children's choice. ● Christmas live nativity for parents and families. ● Easter and links to new life celebrated in spring.
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> ● Daily well-being check encourages telling of news and what they have done outside of school. ● Celebration of achievements outside of school. ● Topic curriculum includes RE and the use of Big Questions.

	<ul style="list-style-type: none"> ● Assemblies encourage pupils to share their ideas and beliefs.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> ● RE in topic curriculum ● PSHE curriculum ● Global learning elements throughout all the topics and assemblies
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> ● Behaviour policy ● Daily assemblies ● Charity and fundraiser events for the local area, ourselves and more national events ● RE and PSHE display ● Topic plans including RE, knowledge and response
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> ● PSHE curriculum. ● Emotions and feelings are discussed at daily well-being check and in . ● Behaviour policy
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> ● Explicit teaching of manners and politeness for pupils and staff through school values. ● Positive Restorative Behaviour Policy rewarding mutual respect. ● Reinforcing concepts in whole school assembly
Promoting teaching styles which: Value pupils' questions and give them space for their own thoughts, ideas and concerns. -Enable pupils to make connections between aspects of their learning. Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.	<ul style="list-style-type: none"> ● Teachers are encouraged to ask varied and differentiated questions. ● Encouraging pupil thinking time when answering

Moral	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> ● Restorative Behaviour Policy with display in classroom . ● Positively worded whole school learning behaviours. ● Regular updates and reinforcement in assemblies.
Promoting racial, religious and other forms of equality.	<ul style="list-style-type: none"> ● Curriculum topics designed to encourage debate. Different faiths covered in

<p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong</p>	<p>topic learning</p> <ul style="list-style-type: none"> • Environmental issues key to all work on the farm, a focus on being ethical and sustainable. • Topic and farming projects look at how the environment has changed.
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> • Bullying sessions in assembly and PSHE lessons. • Pupil voice always consulted - on how to spend any funds, decisions to do with the layout of the farm.
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> • Positive praise • Restorative practices. • Good learning behaviour shared and encouraged. • Celebration assembly with sharing of success in and out of school. • Frequent praise for demonstration of good manners and politeness.
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> • Reinforcement in Assemblies - children very clear on expectations. • Recognise days such as anti bullying and safer recruitment. • Look at how it feels to be "wronged". • Online Safety Computing planning (see Safeguarding Policy section 7) • Respond to national events in Assemblies
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community</p>	<ul style="list-style-type: none"> • RE planning and curriculum • PSHE curriculum • Assemblies cover global learning.
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> • Pupils encouraged to ensure they have all the equipment they need for each session and the right things for the weather. • Care of the environment and good farming practices embedded in all we do. • Restorative Behaviour Policy with consistent rules across the school; school rule relates to respect for property, the animals, the farm and each other. • Eco work in the allotment and encouraging wildlife and insects onto the farm.
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship</p>	<ul style="list-style-type: none"> • Acknowledging the tough moral decisions presented by farming. • Daily assemblies and time to talk.

	<ul style="list-style-type: none"> • Visitors to the school to talk in assembly. • Fair play and team skills taught through daily PE lessons. • Music around the campfire, encourage turn taking, being a good audience.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> • School values displayed and add pupil voice comments on. • School mission statement displayed.

Social	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> • Restorative behaviour policy • Consistent sharing of the vision and the key values we promote. • Whole school learning, teaching, eating and sharing happening everyday.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> • Clear Equality policy which is considered in all policy renewal. • Strong links with family and community - invited onto site to share learning and celebrations. • Links to community projects and charities. • A range of faiths recognised and celebrated - Christmas, harvest, Diwali, Eid - all celebrated.
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> • All farming jobs and challenges completed as a team. • Meals are prepared and shared together. • Pupils included in all jobs on site. • Daily PE taught to encourage team work. • Daily catch up and assembly a safe space to air differences.
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> • PSHE and assembly themes elements when challenging stereotypes.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> • Christmas live nativity production to the community. • Regular trips off site. • Farming and allotment projects have real outcomes and links to the wider community.
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for	<ul style="list-style-type: none"> • RE planning and curriculum • PSHCE/Citizenship curriculum • School involvement in community events

difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> • Involved in site and community improvements • Look at moral issues through assemblies. • Reflected in our school values
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> • Daily assemblies to discuss wider issues. • Regular discussion of values that arise during farming, chance to explore different viewpoints.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> • Discussion of farming standards and viewpoints. • Children make decisions that affect the well being of the animals.
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> • Students choose how to raise money and fundraise for charities and are involved in whole school change. • Children plan further ways to improve our school and farm. • Pupils have important roles on the farm and allotment, take it in turns to lead various aspects of farm life.
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> • Pupils are prepared for a range of roles. • Various experts in farming are invited to speak to the children. • Promoting parents and families to volunteer and help out with projects.

Cultural	
Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> • Global Learning covered in daily assembly curriculum; fairtrade / farming ethics / Rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> • Sharing stories from other cultures and countries. • Food from around the world topic - explore food and farming around the world.
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> • Differentiation in planning to challenge pupils' learning. • PSHE curriculum looks at personal gifts and talents.

	<ul style="list-style-type: none"> • Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	<ul style="list-style-type: none"> • Global learning in assembly curriculum. • A wide variety of texts covered in literacy and available in the classroom from other cultures. • Class art projects celebrated around the farm. • Music shared around the campfire. • Live nativity at Christmas.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	<ul style="list-style-type: none"> • Theatre trips and visits to local art galleries. • Friends and family invited in to share students art and music.
Reinforcing the school's cultural values through displays, posters, exhibitions etc	<ul style="list-style-type: none"> • Friends and family invited in to share students art and music. • Christmas live nativity, celebration of the term's work.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	<ul style="list-style-type: none"> • School's creative curriculum. Plan exciting thematic topics with cultural links and Global learning elements in assemblies. • In history and science, look at how developments from around the world affect our daily life. • SLT carries out scrutiny each term looking at cultural opportunities and gives feedback on plans.

British Values	
Mutual Respect	<ul style="list-style-type: none"> • School Policies - Behaviour Policy, Anti Bullying Policy. • PSHE curriculum. • Daily assemblies. • The making and sharing of food as a group. • Home School Agreement. • Farm responsibilities.
Democracy	<ul style="list-style-type: none"> • Assemblies. • Making decisions about the farm as a group.

	<ul style="list-style-type: none"> • Electing a team leader when working as a group on the farm or cooking lunch. • Students writing and agreeing to the class rules.
Personal Responsibility and Liberty	<ul style="list-style-type: none"> • Attending school each day with the appropriate clothing. • Choosing what to eat at lunchtime when cooking. • Adhering to the Behaviour Policy and making amends when things go wrong. • E-safety at school and at home.
Rule of Law	<ul style="list-style-type: none"> • Visit from FRS and local PCSO. • Behaviour Policy - across school consistency and taking responsibility for actions. • Looking at the rules that govern farming in the UK.
Tolerance of Culture, Faith and Others	<ul style="list-style-type: none"> • Different faiths covered in topics. • Visits to local places of worship. • Daily assemblies. • Multicultural resources.