

## SCARF and SMSC

SCARF provides a strong foundation for children's **spiritual, moral, social and cultural education (SMSC)** and development; it is at the heart of the SCARF curriculum.

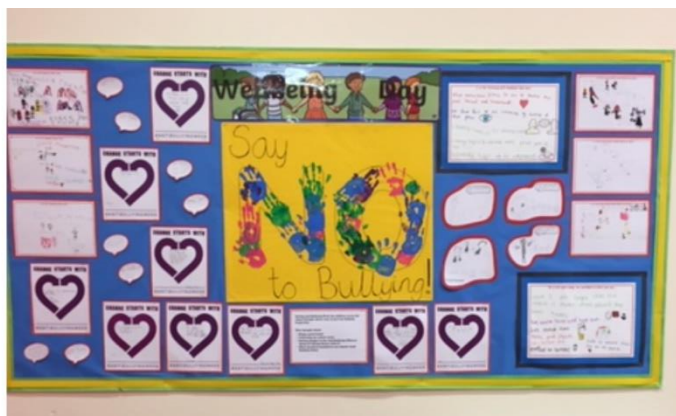
SCARF resources have been carefully planned to a structured series of lessons that follow a spiral curriculum. Children's Spiritual, Moral, Social and Cultural development are a core part of this. SMSC themes threads throughout the resources (lesson plans, [Assemblies](#) and additional [whole-school approach](#) tools), providing a strong foundation for SMSC education

SMSC (Spiritual, Moral, Social and Cultural) has an integral part to play in education for a safe, impartial and just society. At Hartwell Primary School, we encourage mutual respect and tolerance for all faiths and beliefs and explore differences, equality and belonging, across the curriculum.

This includes:

- **Democracy**
- **Law**
- **Mutual respect**
- **Tolerance of those of different faiths and beliefs**
- **British Values**

Here are some examples of how we have started to promote SMSC in our school with the help of the children.



Autumn Wellbeing day: Across the school, children explored tolerance of people from different faiths and beliefs.



Spring Wellbeing day: The children showed a mutual respect of each other's opinions regarding Online identity.

Spiritual	Moral
<p>Pupils' spiritual development is shown by their:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>	<p>Pupils' moral development is shown by their:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>
Social	Cultural
<p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socializing with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>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</li> </ul> <p>acceptance and engagement with the fundamental <u>British values</u> 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.</p>	<p>Pupils' cultural development is shown by their:</p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>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</li> <li>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>willingness to participate in and respond positively to artistic, musical, 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.</li> </ul>