



**Subject** : Spiritual, Moral, Social and Cultural (SMSC) & British Values

**Person Responsible**: Hasna Sinclair

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## **1. Curriculum Aims**

Our aim is to provide a safe, caring and happy environment where there is an opportunity to grow spiritually, morally, culturally, mentally and physically to ensure mutual respect and understanding. All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values through the thoughtful and wide-ranging promotion of children's SMSC development enabling them to thrive in a supportive, highly cohesive learning community.

Through our school's SMSC provision, we will;

- enable our children to develop their self-knowledge, self-esteem and self-confidence;
- enable our children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage our children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable our children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further develop tolerance and harmony between our country's different cultural traditions by enabling our children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; 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.

## **2. Curriculum content and planning**

In planning lessons, teachers should be aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE, Circle Time and assemblies.

### **Spiritual Development**

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interests & respect for different people's feelings & values

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Children should be given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

### **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

At Lodge Farm Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- 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

- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through assemblies, circle time, social skills groups and SEAL/PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, house points and other means that highlight both academic and social achievements

### **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 social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

At Lodge Farm Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values

- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility

### Cultural

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for 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

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

### Promoting Fundamental British Values

Lodge Farm Primary School actively promotes the fundamental British values of:

- democracy,
- the rule of law
- individual liberty

- mutual respect and tolerance of those with different faiths and beliefs.

This is achieved through the effective spiritual, moral and cultural development of our children, as part of a broad and balanced curriculum and extra –curricular activities, through our links with both the local community and the wider world. In promoting our children’ spiritual, moral, social and cultural development (SMSC), we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our children’ age and ability.

We will enable our children to understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. The ethos and teaching of our school, which we will make parents aware of, will support the rule of English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law. Our children will be made aware of the difference between the law of our land and religious law. The provision for SMSC and the promotion of Modern British Values will be implemented using the following methods;

- Enable children to raise issues that are of worry to the children.
- Pupil Voice.
- Regular monitoring of the curricular and extra-curricular curricula by the SMSC lead (see *links to other policies*).
- Thought-provoking displays to encourage discussion surrounding SMSC and Modern British Values.
- House points system to give children a sense of belonging and self-worth.
- Links to SMSC on displays across the school to celebrate children’s work and achievements.
- Whole-School, KS and class assemblies linked to current topics, the wider world and the celebration of main cultural events.
- Sponsored events and other charity events.
- International Day celebrating every culture.
- Additional responsibilities for children such as School Council, Junior Leadership Team, Peer Mediators, Lunchtime Monitors and House Captains.
- Circle Time/ PSHE timetabled in each class.

### **3. The role of the subject leader**

- To monitor that SMSC and British values are being incorporated within core and foundation subjects through pupil voice and liaising with subject leaders.
- Ensure assemblies are covering key events that reflect current issues or events in Britain.
- Provide key events calendar for assemblies.
- To provide advice and documentation to help teachers to teach, plan and deliver SMSC and British Values within the curriculum.
- To report to the senior leadership team and full governing body on the provision and outcomes.

## **Special needs and equal opportunities**

We recognise that there are children of widely different abilities in all classes; therefore we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Children should not be discriminated against in terms of gender, disability or race. Every effort is made by the school to involve all children unless withdrawn by their parents in accordance with the law.

### **4. Assessment**

Assessment in SMSC is ongoing and informs future teaching and learning. Children are assessed at the end of each academic year against age related criteria.

### **5. Resources**

Books and artefacts are available to use across all curriculum areas and also in the continuous provision element of the EYFS. These include books about feelings and emotions, relationships and also books that allow children to celebrate cultural diversity. Resources are available in RE and PSHE to support SMSC in school as well as those in the creative areas of Art, Music and Dance. Online resources to support the teaching of SMSC & British Values will be saved on the school network and updated regularly. Any resources linked to key events or themed days will be highlighted to staff.

### **6. Health and Safety**

In SMSC development we follow the school's healthy and safety policy. Any internet resources used must be checked by the teacher prior to their use in the classroom.

### **7. Review procedures**

Subject leader will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Regular monitoring of the promotion of Modern British Values will be carried out.