

Spiritual, Moral, Social and Cultural Policy

This policy is a whole school policy including EYFS

Extracts from prospectus stating aims related to SMSC

'Children need to be guided to become self-learners, to think wisely, be confident, balanced and compassionate whilst developing their own particular talents and abilities to the full.'

'Whilst each religious affiliation is recognised and respected, Springmead School is closely involved with the Church of England and has inherent Christian values. Children and staff of other denominations and faiths are warmly welcomed. An assembly takes place each day, and when appropriate includes prayers and hymns. The children also visit the local village church on a regular basis.'

There are five parts to the SMSC regulations. The school's understanding of these areas and how they are implemented are detailed in the following 5 sections. (This policy has been adapted in light of the SMSC non-statutory guidance for Independent schools issued in 2013 and take into account the need to effectively teach fundamental British Values and actively encourage them from January 2015). It should be read in conjunction with the PSHE policy and curriculum policy.

1 Enable pupils to develop their self-knowledge, self-esteem and self-confidence

Aim

The school plays a very influential part in the personal development of its pupils and we do this in a positive manner that is beneficial to all the children. Our aim is to ensure that we do all we can to help pupils develop into well-rounded, positive young people.

Definitions

Self-knowledge – Knowledge about yourself; strengths and weaknesses, character

Self-esteem – Being able to appreciate yourself; your strengths and character

Self-confidence – Being able to trust your own capabilities, and feeling sure of yourself

Our desired outcomes

Awareness and understanding of their own and others' beliefs, feelings, and values

Respect for themselves and for others

Readiness to challenge constraints to self-knowledge, self-esteem, and self confidence – for example, lack of aspiration, discrimination (such as sexism, racism, etc), injustice and so on

An increasing ability to reflect, and to learn from this reflection

Ability to articulate their feelings and justify them through discussion and debate

Action school takes

- Where pupils already have religious or other kinds of beliefs, we support and develop these beliefs in ways which are personal and relevant to the pupil, not just through assemblies but through classroom and enrichment activities.
- We encourage pupils to explore and develop what animates them and others by providing a rich array of activities, and awe and wonder moments and opportunities
- We encourage pupils to reflect and learn from reflection, through our Building Learning Power (BLP) programme

- We develop a climate where all pupils can grow and flourish, respect others and be respected, through a positive behaviour management programme and through our Virtue Programme which teaches sound human value and presents an opportunity to present and promote fundamental British Values.
- We promote teaching styles which value pupils' questions and gives them space for their own thoughts, ideas, and concerns.

2 Enable pupils to distinguish right from wrong and to respect the law

Aim

To develop moral framework and a law-abiding nature.

Our desired outcomes

- Ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- Confidence to act consistently in accordance with their own principles
- Understand and respect the laws of the land
- Ability to think through the consequences of their own and others' actions
- Willingness to express their views on ethical issues and personal values
- Ability to make responsible and reasoned judgements on moral dilemmas
- Respect for others' needs, interests and feelings, as well as their own
- A desire to explore their own and others' views
- An understanding of the need to review and reassess their values, codes and principles in the light of experience

Action school takes

- We teach pupils about how today's legal system has come about, why it is important, and help with their understanding of the law and the importance of abiding by it.
- We provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. There are many instances of this including our Virtue programme, school rules, PSHE and RE curriculum, positive behaviour management programme, and the Springmead Award.
- In preparing children for the opportunities, responsibilities and experiences of life in British Society we actively promote fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We find opportunities through the weekly virtue programme, School Council and weekly surgery, current affairs assemblies and through the curriculum and through enrichment opportunities, for example a mock election running concurrently with the general election in May 2015.
- We give pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities.
- We reward expressions of moral insights and good behaviour through our housepoint system, class rewards, class of the week and praise certificates
- We discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society; for example, in the press, on the internet, and on television as well as in school.
- We provide models of moral virtue through the curriculum, assemblies, and acts of worship.

- We reinforce the importance of a cohesive, harmonious, law abiding society through positive images, posters, classroom displays, and school murals.
- We address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promote racial and other forms of equality openly, swiftly and in line with our policies.

3 Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life

Aim

- The school help pupils to understand what it is to be responsible for their behaviour from an early age, as well as encourage initiative.
- We can also create a real sense of belonging to communities in the pupils, by creating a strong school bond and through working with other communities.
- By following this regulation, we will develop in pupils a sense of personal responsibility, encourage pro-activeness, and help pupils feel a sense of belonging to the community. Developing pupils' contribution to community life should also strengthen community cohesion.

Definitions

Community - Community in this sense refers to several different communities. It refers to the school community, pupils' faith and cultural communities, the local area community, the national community, and the world community. In a wider sense, it can also include all living things and the environment.

Contribution to community life – Making a contribution to community life is about playing a part in and feeling a sense of belonging to the various communities described above; pupils can do this by taking on responsibilities, contributing to the decision making process, and participating in community events.

Our Desired outcomes

- Show respect for people, living things, property and the environment
- Reflect on their own contribution to society and to the world of work
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- An understanding and deep appreciation for British Values
- Pupils work effectively and respectfully with each other
- Adjust to a range of social contexts by appropriate and sensitive behaviour; the ability to live alongside those from different cultures and with different beliefs
- Share views and opinions with others, and work towards consensus
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society, and also understand that communities and societies function at a variety of levels

Action school takes

- We promote pupils taking responsibility for their actions, for example, through following school rules and e-safety guidelines which they sign. Through the Springmead Award the children take responsibility for service duties.
- We foster a strong sense of community, with common and inclusive values, made stronger through the Virtue Programme which is also shared each week with parents on our newsletter . The school fosters an ethos of inclusivity which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion, can flourish.
- We teach pupils about citizenship, and the importance of being a good citizen, through PSHE, RE and curriculum themes but also in the wider opportunities, for example through the School Council
- We encourage pupils to work co-operatively each and every day in the classroom and playground
- We provide many positive group activities, for example, through assemblies, team activities, residential experiences (Year 4-6) school productions, curriculum enrichment days and sporting events.
- We work closely with the village school to give pupils the chance to mix with pupils from different backgrounds and different experiences. We have a close link with Mercy-in-Action which is a Christian Charity based in the Philippines working with orphans and homeless children. The funding raising our children have done has built a counselling wing at the school. We are also developing a link with a school in Germany in Year 4.
- We help pupils to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, and so on through our cross faith/ non-faith Virtue programme
- We provide opportunities for participating in community life, for example taking part in school and village and local events.
- We provide opportunities for pupils to exercise leadership and responsibility progressively as they move through the school with class monitors, school council membership and the service element of the Springmead Award.

4 Provide pupils with a broad general knowledge of public institutions and services in

England

Aim

By following this regulation, we will ensure that pupils are knowledgeable about the public institutions and services in England, thus meaning that they will be more likely to use them. They should understand the basic legal framework of the country and the law's expectations in terms of rights and responsibilities

Definitions

Broad general knowledge – It is important for the pupils to have an understanding of the main local and national public institutions and services in England, what they are for, and how they can be used.

Desired outcomes

- Reflect on their own contribution to society and to the world of work
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand the strengths and advantages of democracy and how democracy works in the context of Britain and Europe

- Show knowledge of what British public institutions and services there are, along with knowledge of how to use them and willingness to do so
- Understand how citizens can use the democratic system to have influence through the expression of their views
- Take part in democratic processes available to them at various ages, for example, voting for or joining a student council

Action school takes

- We provide positive and effective links with the world of work and the wider community with a rich array of visitors and visits from nursery to Year 6.
- We provide opportunities for pupils to learn about and engage in local and national democratic processes through our PSHE programme, including having democratic processes within the school through our School Council
- We ensure that pupils are aware of their rights and the rights of others as human beings through clear codes of conduct, discussions, regular circle time and through the PSHE programme.
- We teach pupils about democracy and citizenship, and the importance of being a good citizen through the PSHE programme and through aspects of the curriculum
- We ensure that all pupils within the school have a voice, in the classroom, in the playground and in discussions with teachers through the My Voice document.

5 Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

Aim

Throughout their lives, children will come into contact with people from many different cultures. It is important for the school to ensure that our pupils are ready for such interaction, as they may not come across different cultures in their home lives or indeed even at school. By following this regulation, we will ensure that pupils are well prepared to interact with people of other cultures in a positive way, thus promoting community cohesion

Definitions

Appreciation – Seeing the value of something

Respect – To treat or regard something with deference and esteem

Cultures – Culture does not in itself refer to religion or faith; there is an overlap between culture and religion/faith, but they are not the same. Moreover, religion/faith can cross cultural groups. Culture is about the factors that are common to communities, such as customs, traditions, dress, food, and so on.

Tolerance – Tolerance does not imply ‘putting up with’. It is about understanding, respecting, and accepting.

Harmony – Agreement, peace

Desired outcomes

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An understanding of the dynamic and developmental nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality

- A tolerance and understanding of people with different cultural and religious beliefs, and the ability to interact positively with such people
- An appreciation of the diversity and interdependence of cultures
- The prevention of indoctrination of political ideals

Action the school takes

- We hold Curriculum enrichment Harmony Days (approximately biannually) which focus on the need for mutual respect and tolerance and totally embrace the standard (separate planning folder is kept for this).
- We provide opportunities for pupils to explore their own cultural assumptions and values through RE and PSHE and wider aspects of the curriculum.
- We give pupils the opportunity to explore values and beliefs, including religious beliefs, through a variety of approaches including discussion and debate.
- We present authentic accounts of the attitudes, values and traditions of diverse cultures through multimedia and through personal accounts
- We help pupils to understand other cultures through our curriculum.
- We provide opportunities for pupils to mix with children from other cultures, for example through link school in Germany and through our work with Mercy-in-Action.
- We extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and foreign trips.
- We provide opportunities for pupils to participate in literature, drama, music, art, crafts, science and other cultural events and encourage pupils to reflect on their significance.
- We strongly reinforce the school's cultural values through displays, posters, exhibitions, and so on.
- We periodically audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum, particularly developing an understanding of the cultures and British Values of the UK.
- We are careful to present all sides in debates and discussions and stay clear of partisan views. For example, a local candidate standing for local and general election was interviewed in assembly on the process of democratic election but his political party and views were not mentioned.

Meeting children's individual needs

When planning the curriculum provision consideration is given to the age and ability of pupils and including those with special needs.

The role of the teachers

To understand SMSC policy; to plan, teach and assess it across the curriculum.

The role of the Principal

It is the responsibility of the principal is to ensure that both staff and parents are informed about our SMSC policy, and that the policy is implemented effectively. It is also the principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively.

Monitoring and review

This policy is the principal's ongoing responsibility along with reviewing its effectiveness in consultation with the staff.

Signed:

Date: