

St Margaret's Preparatory School



Spiritual, Moral, Social and Cultural policy

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
Sept 2016	C Douglas and Carolyn Moss	Review	Sept 2018

Our Vision

- We want... every child to love coming to school and to love learning.
- We want... all children to feel secure and cared for.
- We believe... in teaching the whole child and finding exciting ways to enhance their learning experience so that when they leave St. Margaret's, they say what a fantastic school it is in every way.

And this is what we aim to do

- Provide a high quality education, where children can grow in knowledge and understanding.
- Equip all children with appropriate skills, attitudes and values.
- Create an environment where every child can fulfil their potential.
- Encourage every child to benefit from our caring staff and fine facilities.
- Enable every child to communicate with confidence in every situation.
- Treat every child with the highest standards of courtesy, loyalty, honesty and fairness, and expect the same from them in return.

1.0 Introduction

Our ethos is founded on Christian values and beliefs and in particular on the unique capacity and worth of each individual. SMSC is part of our everyday life at school. We aim to offer a balanced presentation of views on all issues to eliminate any bias. We promote the values of democracy, British law, individual liberty and mutual respect and tolerance.

At St Margaret's Preparatory School we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society. Providing a safe learning environment, in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable, will engender an open attitude to multi-cultural and race issues.

We believe that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability. We will enable teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves. By building self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter. Through education, we can enable children to think for themselves by providing many opportunities for discussing debating, researching, questioning etc set within the context of learning based on sound knowledge and understanding.

"The way we educate our young people shapes the society we will live in. British schools have long been dedicated to encouraging students to think for themselves and to think about others, a blend of critical thinking and empathy

that is the best inoculation against radicalism and extremism.” Russell Hobby
NAHT General secretary 06/11

2.0 **Aims**

As our pupils move through the school, we are committed to developing not only their academic standards and levels of achievement but also their spiritual, moral, social and cultural awareness.

We aim for our pupils to:

- i. develop self-knowledge, self-esteem and self-confidence;
- ii. distinguish right from wrong and respect civil and criminal law;
- iii. accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated and to society more widely;
- iv. gain a broad general knowledge of public institutions and services in England;
- v. acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- vi. respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and support participation in the democratic process, including respect for the basis on which the law is made and applied in England.

3.0 **Spiritual, Moral, Social and Cultural Development**

SMSC is about developing the whole person – confidence, presentation, respect and self-esteem. The focus on each child as an individual is a feature of our school. The children are aware of our key values, teamwork, honesty, excellence, respect, and responsibility and these values are interwoven into every aspect of school life.

3.1 ***Spiritual development*** needs to be viewed as something fundamental to the human condition which is not necessarily experienced through the physical sense and/or expressed through everyday language. It has to do with relationships, with God for those who believe, and with other people. It has to do with the universal search for individual identity and with our responses to challenging experiences, the search for meaning and purpose in life and for values by which to live.

3.2 In order to develop the **spiritual** aspects of a pupil's life the school will provide opportunities for pupils to:

- Experience the spiritual claims of the Christian faith;
- Develop a sense of wonder, awe, mystery and joy;
- Listen, reflect and puzzle;
- Consider their own feelings, likes and dislikes;
- Develop personal beliefs and values and learn to respect the beliefs and values of others;

- Show insights into deep questions about life, change and death;
- Engage in activities which involve questioning, valuing, envisioning, empathising and imagining;

3.3 **Moral development** is principally about the pupils' progressive acquisition of the competences and qualities needed to play a full part in society; acting responsibly and becoming more independent as they grow older, whilst knowing the value and importance of making a positive impact on the lives of other people. It is also to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity.

3.4 In order to develop the **moral** aspects of a pupil's life, the school will provide opportunities for pupils to:

- A broad and balanced curriculum that reflects the nature of the world we live in;
- Understand and experience the moral dimension of the Christian faith;
- Develop a sense of right and wrong within a supportive environment;
- Develop self-esteem and take responsibility for one's own actions;
- Be aware of the needs of others and the effect of their actions on others;
- Reflect on moral principles and develop their own moral sense;
- Act consistently with their beliefs;
- Know the consequences of their own and others' actions, learn how to forgive themselves and others, and develop the will to do right.

3.5 **Social Development** involves pupils acquiring an understanding of the responsibilities and rights of being members of their families, their peer group and their communities (local, national and global).

In order to develop the **social** aspects of a pupil's life, the school will provide opportunities for them to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative;
- Understand and experience the rights and responsibilities of individuals within the social setting, including responsibilities for Y6 and other children;
- Recognise the need to live harmoniously in a plural society where views of right and wrong may vary, but are governed by the laws of the land which is there to protect us;
- Encourage children to accept responsibility for their own behaviour, in accordance with our behaviour policy;
- Communicate with others with increased effectiveness;
- Display a sense of belonging and an increasing willingness to participate.
- Engage in activities which benefit others;
- Use language in a range of groups and contexts;
- Write for a range of purposes and audiences;

- To become confident, positive and responsible contributors to the community and effective users of its services and facilities, according to their maturity and to society more widely;
- To know how public institutions (eg parliament and the police force) and services (eg healthcare and welfare) operate within society, how they have evolved historically and how they impact on daily life;
- To know how citizens can influence decision making through the democratic process and that bodies such as the army and police can be held to account to the people, through the government;
- To compare our democratic process to other countries;
- Have their voice heard through a school council, elected by a democratic process within each class.

3.6 **Cultural development** is about pupils' understanding of those beliefs, values, customs, knowledge and skills which taken together, form the basis of identity and cohesions in societies and groups. Teaching will not promote extremist views, or partisan political views.

3.7 In order to develop the **cultural** aspects of a pupil's life, the school will provide opportunities for pupils to:

- Develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture, including gaining a knowledge and awareness of a range of cultural experiences including, for example, art, architecture, film, music, literature, dance and drama.
- Value their own cultural roots, interests and achievements;
- Learn from other cultures, appreciate racial and cultural diversity, avoiding and resisting racism;
- Engage in discussions on different cultural practices and lifestyles;
- Demonstrate knowledge about their own culture and its practices;
- Respect specified fundamental British values;
- Have a balanced presentation of views on political issues;
- Respect individual liberty, mutual respect and tolerance of other faiths and beliefs.

4.0 **Fundamental British Values**

Fundamental British Values Fundamental British values are: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Promoting Fundamental British Values is about:

- Educating pupils that while different people may hold different opinions about 'right' and 'wrong', all people living in England are subject to our laws;
- School aims and ethos support the rule of English civil and criminal laws and do not undermine our society. Pupils are made aware of the difference between law of the land and religious law;

- Challenging opinions or behaviours in school that are contrary to fundamental British values;
- Enabling pupils to develop self-knowledge, esteem and confidence;
- Encouraging students to accept responsibility for behaviour and to contribute positively to both the school and wider community through groups such as the Pupil Council;
- Encouraging and fostering respect for others, for democracy and support for democratic processes, understanding how citizens can influence decision making through this process;
- Understanding that the freedom to choose and hold other faiths and beliefs is protected in law and also; that others with different faiths and beliefs (or none) should be accepted and tolerated;
- Identifying and combatting discrimination;

5.0 Preventing Radicalisation

In order to protect its pupils from the risk of radicalisation, the School has undertaken a full training programme in order to fulfil its Prevent duty. This advice is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

1. The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.
2. The pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given;
3. The curriculum, which sets out to ensure that there are opportunities to introduce and explore the elements of SMSC where this is appropriate.

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. Teachers must:

- be aware of these responsibilities;
- know how respective curriculum areas might be used;
- plan accordingly;
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points.

6.0 Principles of Teaching and Learning

Personal development is given high priority in our school and spiritual, moral, social and cultural aspects of development are equally as important as academic development.

Spiritual, Moral, Social and cultural development will be achieved through the whole curriculum which includes the subjects taught and the activities and experiences which make up the broader curriculum. We aim to ensure that children are presented with a balance of opposing views in all topics.

The word 'development' suggests that a child can make progress. It is important to note that this is not necessarily a linear process but the following steps illustrate a possible path of progression:

- Recognising the existence of others as independent from oneself;
- Becoming aware of and reflecting on experience;
- Questioning and exploring the meaning of experience;
- Understanding and evaluating a range of possible responses and interpretations;
- Developing personal views and insights;
- Applying insights gained with increasing degrees of perception to one's own life.

Ways in which we encourage growth in these areas:

- Celebration assemblies;
- The curriculum;
- Opportunities for group and team work within the curriculum;
- Promoting creativity within the curriculum;
- Quiet times for thought and reflection within class and at assembly time;
- Encouraging response to material - paintings, music, prayer, stories;
- Exploring feelings and emotion within class, at assemblies and in Circle Time;
- Behaviour Policy promotes responsibility and the acceptance of consequences but makes provision for reparation of relationships;
- Promotion of self respect and respect for others through curricular themes and discussion;
- Provision of an environment where individual differences are accepted;
- Fund raising for charities;
- Displaying work of high quality;
- Collective worship;
- Visits to the church for specific occasions and other places of worship;
- Visits from the vicar;
- Residential visits;
- Visit to Parliament/local government;
- Mock elections and debates;
- Visiting speakers.

We will continue to develop growth in the following areas.

Religious Education: developing children's inner life by participating in times of stillness and reflection when looking at religious texts, ideas, stories, religious beliefs. Look at a range of faiths and beliefs.

Art: reflecting on artists' work, conveying feelings about the paintings and the artist's intentions; investigating art from other cultures-why it was made? Why those particular pictures/patterns, what was its purpose?

Literacy: use poetry to develop understanding of the world, other people and themselves; reflect on poems and the feelings they experience when listening/reading.

History: develop a sense of wonder when studying achievements of past societies. Look at the evolution of our society.

Geography: stress the equality of all people in the world; understand the vastness of the world. Understand the differences in governing each country.

ICT: understand how the internet has altered the way in which we communicate, and the degree to which accessibility to information has changed.

PSHE: develop sense of self and well-being as well as one's part in the community, living a happy and healthy life, in harmony with others.

7.0 Conclusion

The success of this policy will be determined by viewing our children as they work and play in the school community. The equality of relationships and responses to the world around them will indicate the extent to which the school is fulfilling our aim.