



## Spiritual, Moral, Social and Cultural education (SMSC) including British Values Policy

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### Introduction

At Grange Park School we recognise that the personal development of pupils, spiritual, moral, social and cultural education (SMSC) including British values plays a significant part in their ability to learn and achieve. It is supported and complemented by Religious Education (World Citizens), Grange Park Time and PSHE. SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches the curriculum and the ethos of Grange Park School.

At Grange Park we promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance towards those with different faiths and beliefs.

- We place a great emphasis on communication and in supporting students to make choices and have their opinion heard.
- We encourage students to have their say in matters that concern them in school. We do this by having an active student council.
- All staff have access to students' Learning Profiles and all students have a personalised toolkit of strategies to help them, linked to the Zones of Regulation. The zones support and encourage students to manage their own behaviour and help them understand others behaviour and so help develop positive attitudes towards each other.

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- Some students in school have a behaviour plan in place that are developed in collaboration with staff and parents to give increased support for some pupils who require it.
- As a school we are actively involved within our local community. A large part of our community work is supporting students to develop their knowledge of how to act in a socially appropriate manner in different settings and how to recognise dangers and to keep themselves safe when in the community.
- Grange Park School is a Gold UNICEF 'Rights Respecting School'. As part of our aims to promote a happy and successful school, we will continue to work as a UNICEF "Rights Respecting School".
- These values are also embedded within our curriculum across all Key Stages.

### A Rights Respecting School

It is a legal requirement to promote pupils' spiritual, moral, social and cultural development (SMSC). Every pupil at Grange Park School has access SMSC regardless of race, gender, faith, needs or ability.

As a Rights Respecting school this policy links directly to articles 3, 12, 13, 15, 16, 23, 28, 29, 30 & 31:

"Article 3 -The best interests of the child must be a top priority in all things that affect children.

Article 12 - Children have the right to say what they think.

Article 13 - Children have the right to freedom and expression.

Article 15 - Children have the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 - Children have a right to privacy.

Article 23 - Children who have any kind of disability have the right to live full and independent lives.

Article 28 - All children have the right to education.

Article 29 - All children have a right to an education which should develop each child's personality, talents and abilities to the fullest

Article 30 - Every child has the right to learn and use language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities." (*United Nations Convention on the Rights of the Child*)

### Aims

We aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- their self-knowledge, self-esteem and self-confidence;
- spiritual awareness,
- high standards of personal behaviour,
- the ability to distinguish right from wrong
- a positive, caring attitude towards other people,
- an understanding and appreciation of their own and others social and cultural traditions
- encourage students 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;
- a broad general knowledge of and respect for public institutions and services in England;
- an understanding and respect for democracy and support for participation in the democratic processes

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As there is no discrete lesson for SMSC we have four guiding principles that we cover through a wide range of activities in the school day/year.

### **Guiding principles**

This policy is created based on a number of guided principles.

- Spiritual Development
- Cultural development
- Cross-curriculum teaching and learning
- Community Links

### **Spiritual development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, and respect for, different people's faiths, feelings, and values.
- 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. Moral development The moral development of pupils is shown by their:
- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues. Social development The social development of pupils 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet, and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

### **Cultural development**

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

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- Willingness to participate in, and respond positively to, artistic, sporting, and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socioeconomic groups in the local, national, and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic, and socio-economic communities.

### **Cross-curriculum teaching and learning**

SMSC education will take place across all areas of the curriculum as well as during Personal Development Days, assemblies, Tutor Times, and other visits from external providers. SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g., bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family, and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually, and culturally, e.g., empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other. • Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree. • Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

We may use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a school council
- Hearing pupils' voice through Teaching and Learning Pupil panels
- Establishing monitoring roles for pupils
- Voting on charities to support
- Issuing pupil exit questionnaires, in particular for pupils leaving the school, for example, those moving onto the next stage in their education
- Writing balanced arguments in English lessons
- Providing pupils with opportunities to take part in debates and public speaking activities

We may use the following methods to help pupils develop an understanding of the rule of law:

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- Setting high expectations for attendance, punctuality, and behaviour
- Setting classroom and school rules
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends, and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Encouraging pupils to behave appropriately at mealtimes.
- We may use the following methods to help pupils develop an understanding of different faiths and beliefs:
  - Celebrating differences and similarities through cultural event days, for example, International Day
  - Teaching about different beliefs and cultures
  - Exploring morals through lessons, stories, and assemblies
  - Arranging visits from various religious leaders
  - RE lessons through the Global Faculty Additional practical activities to encourage pupils' SMSC development include:
    - Working together in different groupings and situations.
    - Hearing music from different composers, cultures, and genres
    - Meeting people from different cultures and countries.
    - Participating in a variety of different educational visits.
    - Participating in live performances .e,g Shakespeare for Schools
    - Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
    - Hearing and seeing live performances by professional actors, dancers, and musicians.
    - Learning songs from different cultures and playing a range of instruments
    - • Making and evaluating food from other countries.
    - Studying the contributions to society that certain famous people have made.

Teachers will help pupils' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g., festival days, the patron saints, and global events.

### Community links

The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Fundraising activities that support local community organisations and wider, National events
- Hosting regular school events, for example shows, performances, showcases and community activities

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## SMSC Audit

The SMSC Audits annually show where spiritual, moral, social, and cultural education, respectively, are embedded into subjects and provides evidence of their inclusion.

### Promoting fundamental British values

We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages, and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
- Using general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values. Through our SMSC programme, we will:
  - Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
  - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
  - Encourage pupils to 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 of the school and to society more widely.
  - Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
  - Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
  - Encourage respect for other people.
  - 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. By promoting fundamental British values through SMSC education, we will provide pupils with:
    - An understanding of how they can influence decision making through the democratic process.
    - An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
    - An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
    - An understanding that their freedom to choose and hold faiths and beliefs is protected by law.

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- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

### **Monitoring and evaluation**

We listen to the views of our pupils and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- A regular pupil questionnaire.
- Pupil/teacher meetings.
- A regular parents' questionnaire.
- Parents' evenings/meetings.

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the Senior Leadership Team and Heads of Department, and Governors as part of our general monitoring.
- Regular discussions at staff and Governors' meetings. Annual policy audits
- The development of RE and PSHE to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

### **Policy Links**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002 1.2 DfE (2014) 'Promoting fundamental British values as part of SMSC in schools' This policy operates in conjunction with the following school policies:
- Child Protection and Safeguarding Policy
- E-safety Policy
- Behavioural Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Careers Policy
- SRE Policy
- Policy for Promoting Social Imagination, Flexibility of Thought and Independence
- Social Understanding and Social interaction Policy
- Promoting Britishness Policy

This policy is reviewed on an annual basis by the Head teacher and Governors.

Signed:

Head Teacher:

Chair of Governors:

Date:

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