



Breaside Preparatory School

**Spiritual, Moral, Social and Cultural
Development (SMSC) Policy
Including British Values**

September 2019

Aims

At Breaside Preparatory School, our pupils and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. Breaside will help pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' but to make up their own minds and be ready to accept responsibility for what they do. They will grow through making independent choices and holding to their decisions and values. They will want to be honest with themselves and with others.

Introduction

The spiritual, moral, social and cultural development of students is central to the ethos and teaching at Breaside Preparatory School. This is reflected in the statement of Mission, Aims and Values and in all other policy documentation especially the policy statements on Inclusion, Equal Opportunities, Behaviour, Race Equality and Disability Discrimination. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

As a multi-faith school, situated in an increasingly diverse community, we reflect the environment in which we are located and children are taught to understand and respect people of all faiths, cultures and denominations, and are consistently encouraged to learn about beliefs, views and customs different from their own. We seek to provide all children with a broad, tolerant and open-minded view of the world. At Breaside, our SMSC provision is used to promote the five fundamental British Values, as set out in the Government's 'Prevent' Strategy. The core values of Democracy, Rule of law, Mutual Respect, Tolerance and Individual Liberty are all endorsed through a wide range of activities and opportunities both through the wider curriculum and through additional enrichment and extra-curricular events.

This policy documents how Breaside defines spiritual, moral, social and cultural development and outlines those specific strategies currently in place to secure growth and progress for all pupils. It also acts alongside our British Values Policy, PSHE Policy and Religion, Philosophy and Ethics Policy, all of which seek to best promote all aspects of a child's spiritual, moral, social and cultural development.

Policy Guidance (OFSTED / SIS)

In forming this policy, particular note has been taken of the guidance issued by OFSTED in September 2012 and the more recent guidance in the SIS documentation as detailed below:

PART 2 - (Standard 5) Spiritual, Moral, Social and Cultural development of pupils (SMSC)

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor ensures that principles are promoted which:

5 (a) (i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence.

5 (a) (ii) Enable pupils to distinguish right from wrong, and to respect the civil and criminal law.

5 (a) (iii) Encourages 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 in which the school is situated and to society more widely.

5 (a) (iv) Provide pupils with a broad general knowledge of public institutions and services in England.

5 (a) (v) 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.

5 (a) (vi) Encourage pupils to 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.

5 (b) Precludes the promotion of political views in the teaching of any subject in the school.

5 (c) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils and they are offered a balanced presentation of opposing views;

- (i) While they are in attendance at the school.
- (ii) While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school.
- (iii) In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

5 (d) Enabling pupils to develop their self-knowledge, self-esteem and self-confidence.

In planning and delivering lessons, teachers will:

- Encourage pupils to reflect and learn from reflection
- Ensure that they promote teaching styles which value pupils' questions and give them space to develop them; enable pupils to make connections between aspects of their learning and encourage pupils to relate their learning to a wider frame of reference
- Accommodate difference and respecting the integrity of individuals
- An ability to think through the consequences of their own and others' actions
- A desire to explore their own and others' views
- An understanding of the need to review and reassess their values in the light of experience
- Model, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, resolution of conflict, keeping promises
- Encouraging pupils to recognise and respect social differences and similarities
- Provide opportunities for engaging in the democratic process and participating in community life
- Provide opportunities for pupils to exercise leadership and responsibility
- Provide opportunities for pupils to reflect on and articulate of the influences which have shaped their own cultural heritage
- Provide opportunities for pupils to explore their own cultural assumptions and values

Enabling pupils to distinguish right from wrong, and to respect the civil and criminal law:

- Have a clear set of rules, apply them fairly and monitor them effectively

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- *Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school*
- *Give 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*
- *Reward expressions of moral insights and good behaviour*
- *Recognise and respect the codes and morals of the different cultures represented in the school and wider community*
- *Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour*
- *Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship*
- *Reinforce the school's values through images, posters, classroom displays, exhibitions*
- *Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria*
- *Identify key values and principles on which school and community life is based*
- *Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect*
- *Help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community*
- *Address discrimination on the grounds of race, religion, gender, age and other criteria and promoting racial and other forms of equality*

Encouraging 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 in which the school is situated and to society more widely:

- *Promote self-motivation for behaviour through the effective use of Gold bars to reflect and pinpoint behaviour*
- *Praise and reward good behaviour*
- *Giving children in lessons, opportunities to explain what will happen rather than telling them*
- *Using prediction in every possible context*
- *Encourage giving through charitable fundraising*
- *School council focussing on things to help others and deciding what charities will be supported*
- *Eco team working towards bronze, silver and green awards*
- *Promoting recycling and environmental awareness through eco team initiatives*
- *Singing for elderly people at Christmas*

Providing pupils with a broad general knowledge of public institutions and services in England:

- *The Year 5 PSHE scheme of work moves from focussing on School council to local council and then government*

Assisting 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:

- *Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives (RE and PSHE)*

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- *Where pupils already have religious beliefs, support and develop these beliefs in ways which are personal and relevant to them*
- *Give pupils the opportunity to understand human feelings and emotions,*
- *Foster a sense of community which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, and religion can flourish*
- *Encourage pupils to work co-operatively*
- *Provide positive whole-school experiences – for example, through assemblies, team activities, residential experiences, school productions*

Encouraging pupils to 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:

- *The Year 5 PSHE scheme of work moves from focussing on School council to local council and then government*
- *RE covers the 6 main faiths and includes a spotlight on all the faiths*
- *Assemblies cover a focus on each faith at times of celebration of these faiths*

Precluding the promotion of political views in the teaching of any subject in the school:

- *The Curriculum Policy specifies that no subject area may promote a particular political view*
- *Where politics itself is the focus teaching should include the main beliefs and policies of each party*

Curriculum Planning

In planning schemes of work and lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast array of SMSC objectives are also actively delivered through cross-curricular and enrichment activities as well as through discretely taught PSHE and RE lessons.

While this policy defines each section separately, Breaside fully recognises that spiritual, moral, social and cultural elements of pupils' development are not only interrelated, they are interdependent.

Spiritual Development

Spiritual development is the development of the non- material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Planned opportunities for spiritual development in all subjects can be seen across the school. Pupils are given regular opportunities to reflect upon the meaning of spiritual experiences. The school will develop a strong, positive climate and 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 through any part of the school day for example through listening to music, discussing the needs of living creatures, expressing empathy or creativity, commenting on the rules by which we live by and contemplating the future.

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Breaside School aims to support pupil's spiritual development through instilling the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- A readiness to challenge aggression, greed, injustice, self-interest, sexism, racism and other forms of discrimination
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order
- A respect for insight as well as for knowledge and reason
- An expressive and/or creative impulse
- An understanding of feelings and emotions, and their likely impact
- A sense of security, well-being, worth and purposefulness

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and 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
- Sense of curiosity, mystery, awe and wonder about the world around them

Moral Development

Moral development is about the building of, through input from both staff and pupils, a framework of moral values which regulates the personal behavior of pupils. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons behind them. It is also about developing an opinion on those views different from their own.

Breaside's broad curriculum offers opportunities for pupils to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity and right and wrong. Teachers always discuss with their forms a code of conduct for the classroom based on the core school values. We teach pupils to be aware of their own actions, take responsibility for their own bodies and encourage

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independence. All staff are committed to helping our pupils identify their feelings and think these through so that they are expressed in behavior that is socially acceptable. This is done through collective worship, circle time, social skills groups, PSHE and RE lessons. Breaside is concerned with the development of the whole child and we endeavor to raise their self-esteem through praise, stickers, certificates, behaviour points and other means that highlight both academic and social achievements (please refer to Behaviour Policy).

Breaside School aims to support pupils in developing the following characteristics:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- An ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- Developing a respect for and desire to explore their own and others' views, needs, interests and feelings and possess an understanding of the need to review and re-assess their values codes and principles in light of experience
- Sense of personal pride in achievement and rewards for moral insights and good behaviour
- 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. and monitoring in simple ways, the success provided.

Pupils' moral development is shown by their:

- Ability to recognize 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
- Adherence to clear moral codes as a basis for behavior which is promoted consistently through all aspects of day to day school life
- Promotion of racial, religious and other forms of equality

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the

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skills and personal qualities necessary for living and working together and functioning effectively in a multi-racial, multi-cultural society. It also involves the development of the inter-personal skills necessary for forming and maintaining successful relationships.

Breaside School aims to support pupils 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
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts in a manner which promotes inclusion and unity
- Reflect on their own contribution to society and to the wider world
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility
- Understand how societies function and are organised into structures such as the family, the school and local and wider communities
- Participate in activities relevant to the local community
- Understand the notion of interdependence in an increasingly complex society

Pupils' social development is evidenced by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, cultural, 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
- Working co-operatively
- Forming effective and mutually beneficial links with the local community and society as a whole
- Ability to exercise leadership and responsibility

Cultural Development

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Cultural development is about pupils' understanding of both their own culture and other cultures in their town, region and country as a whole. It is about forming a comprehensive understanding of the religions, cultures and ethnicities represented in Britain, Europe and the wider world. Pupils are equipped with the skills to express an understanding and to feel comfortable in a variety of cultures as well as being able to successfully operate in the emerging world culture of shared experiences provided by television, travel and the internet. Additionally, it is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent incidents of racism and discrimination. Pupils are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is shown through our foundation planning as well as incorporated into our core subject planning. As a school, we will develop cultural development by:

- Extending pupil's knowledge and use of cultural imagery and language
- Encouraging thought of special events in life and how they should be 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, e.g. theatre, museum, gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL and those responsible for educational visits and School Council

Breaside aims to support pupil's cultural development through developing the following characteristics:

- An understanding of the evolutionary nature of cultures
- An ability to appreciate cultural diversity and give respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- A willingness to participate in, and respond to, artistic and cultural activities
- A sense of personal enrichment through the experience of a range of cultures
- A regard for the heights of human achievement in all cultures and societies
- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationships between human beings and the environment

In planning lessons and other activities and in all other aspect of life at Breaside School, staff will:

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- Extend pupils' knowledge and use of cultural imagery and language (library books from lots of cultures and bilingual texts)
- Recognise and nurture particular gifts and talents (Headteacher's awards, assembly certificates, house points, certificates)
- Provide opportunities for pupils to participate in literature, (class readers, writing competitions, book week events) drama, (KS1 & KS2 performances, Christmas productions) music, (choirs, orchestra, House Music competition, concerts, visiting music workshops) art (competition entries, art exhibition) and other cultural events (Jubilee, Olympics, International days, Young Apprentice) and encouraging pupils to reflect on their significance
- Develop partnerships with outside agencies (Care homes, Cognita Schools, match fixtures, museum trips, theatre trips and parent / guest assembly speakers) to extend pupils' cultural awareness
- Reinforce the school's cultural values through displays, posters, exhibitions, etc.

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.

Monitoring

Monitoring provision and outcomes for spiritual, moral, social, cultural development of pupils presents a particular challenge. We will adopt an approach to monitoring which focuses primarily on the feedback from pupils themselves.

Pupil Voice

The term 'pupil voice' describes how pupils give their input to what happens within the school and the classroom. Our desire is for pupils to know their expertise, opinions and ideas are valued in all aspects of school life. Pupil voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overall life of the school.

Further SMSC development will also be monitored through:

- The results of the pupils' attitudes to learning
- Feedback from the pupils in both verbal and written form
- Take up of extra-curricular activities and Clubs
- Close review of school displays

- Regular reviews of subjects covered and the curriculum in its entirety

Related policies, guidelines, templates and forms

- PSHEE Policy
- Religion, Philosophy and Ethics Policy
- British Values Policy
- Anti- Bullying Policy
- Acceptable Use Policy
- Safeguarding: Preventing Extremism and Radicalisation Policy