Spring Common Academy
Policy for Spiritual, Moral, Social and Cultural Development
and Promoting Fundamental British Values

School Values
This Policy is carried out within the context and spirit of the school values Statement. it supports and reinforces the aims of Spring Common School, valuing all children equally and as individuals.

This policy links to the requirements for schools to promote SMSC development of their pupils in Section 78 of the Education Act 2002.The school has adopted the requirement to promote Social cohesion from the DfE. 2007 guidance and continues to support the promotion of equalities for our pupils with special education needs and disabilities as part the local community.

This Policy sets out how the school will implement the DfE. guidance to implement and promote 'Fundamental British Values' by September 2014 and to prevent radicalisation of individuals within the school and community.

Our 'values education' supports quality teaching and learning.by making a positive contribution to the development of a fair, just and civil society.

The values the school has chosen to support Fundamental British Values includes tolerance, cooperation, respect, understanding and responsibility.

The school explains through teaching and learning how values education takes place in the following ways:

- By all staff explaining the meaning of the value
- By pupils reflecting on the value and what it means to them and their own behaviours
- By using the value to guide the actions of staff and pupils
- By staff modeling the value through their own behaviours with pupils and with each other.
- By ensuring that values are implicitly taught through every aspect of the curriculum.
- Through the discussion and work of the School Council.
- By involving staff, governors and parents in the values programme, through newsletters which explain how school

and home can work together to promote fundamental British Values.

INTRODUCTION
In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in a special school context is the promotion of spiritual, moral, social and cultural development (SMSC) by the example set by adults with access to our pupils in the school, the quality of relationships and the standard of daily collective worship / refection.

☐☐At Spring Common School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a 'whole school' issue.

☐☐Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.

☐☐The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

RATIONALE - LEGAL
The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.'

☐☐Provision for SMSC development will be inspected by OFSTED as detailed in their subsidiary guidance for schools January 2015.

☐☐The SMSC aspects of education concentrate on the development of the pupil as an
individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

DEFINITIONS

Spiritual development relates to the understanding of self and others at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development, is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on ethical principles, should enable pupils to become increasingly responsible for their own actions
and behaviour.

Social development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, provides a suitable environment for promoting social development within an ethical or religious context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development is At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used the more frequently.

CONTENT

Aims / Objectives. It is suggested that the school compose its own aims and objectives, for each aspect of spiritual, moral, social and cultural development, freely adapted from these Guidelines and

other sources. Some schools may opt for three or four general sentences, whilst others may prefer more specific aims and a precise statement of objectives.

Assessment. The school will refer to the Ofsted subsidiary guidance for SMSC and identify stages of development for children.

SPIRITUAL DEVELOPMENT
Aims for Spiritual Development
☐☐the ability to listen and be still
 ☐☐the ability to transcend the mundane
☐☐the ability to reflect;
☐☐the ability to sense wonder and mystery in the world
☐☐the ability to sense the special nature of human relationships

Objectives for Spiritual Development
☐☐to develop the skill of being physically still, yet alert
☐☐to develop the skill of being mentally still, concentrating on the present moment
☐☐to develop the ability to use all ones senses
☐☐to promote an awareness of and enjoyment in using one's imaginative potential
☐☐to encourage quiet reflection during a lesson or assembly
☐☐to develop individual self-confidence in expressing inner thoughts in a variety of ways
☐☐to find an inner confidence and peace

Provision for Spiritual Development
Staff shall act as a role model for the children by sharing in the joy of discovery and in the wonder of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

a) **Within the Curriculum**, pupils will be able to explore:
☐☐an imaginative approach to the world;
☐☐a spirit of enquiry and open-mindedness;

The school will:
☐☐encourage pupils to express their creativity and imagination;
☐☐foster a sense of respect for the integrity of each person;
☐☐create an atmosphere which enables pupils and staff to speak freely about their beliefs.

   a) **Within RE, Worship and PSHE**, the school will:

☐☐allow pupils to investigate and reflect upon their own beliefs and values;

provide opportunities for pupils to share what is meaningful and significant to them, provide opportunities for prayer/reflection/silence, the exploration of inner space;
encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
explore the case of symbol, image, allegory and metaphor in the curriculum;
explore what commitment means;
always invite a response and never coerce.

a) **Beyond the Formal Curriculum**, the school will:
encourage pupil in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
treat pupils, staff and governors with respect, regardless of personal feelings;

Assessment in Spiritual Development
becoming aware of faith in one's own life and in the life of others
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 and a grasp of the intangible
applying the insights gained with increasing degrees of perception to one's own life
acquiring a sense of empathy with others, concern and compassion.
development is best seen through pupil's relationships and conversations with others

MORAL DEVELOPMENT
Aims for Moral Development
to understand the principles lying behind decisions and actions
to be able to take moral decisions for themselves
to assume moral responsibility through belief and conviction
to be able to distinguish between right and wrong

Objectives for Moral Development
to tell the truth
to respect the rights and property of others
to keep a promise

☐☐to help those less fortunate than ourselves
☐☐to act considerately towards others
☐☐to take responsibility for one's own actions
☐☐to exercise self-discipline
☐☐to develop high expectations
☐☐to develop positive attitudes
☐☐to conform to rules and regulations for the good of all

Provision for Moral Development
a) **Within the Curriculum**
☐☐encouraging pupils to develop a personal view on ethical questions.

☐☐developing responsibility in learning and setting personal targets.

a) **Within RE, Worship and PSHE**
☐☐religious education lessons emphasise models of morality in faiths.

a) **Beyond the Formal Curriculum**
☐☐the school will set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom

Assessment in Moral Development
Assessment is primarily through observation of pupil behaviour and the views pupils express. Do pupils demonstrate:
☐☐an understanding of moral principles which allow them to tell right from wrong?
☐☐a respect for other people, truth, justice and property?
☐☐an ability to stand moral ground in the face of peer pressure?

SOCIAL DEVELOPMENT

Aims for Social Development
☐☐to relate positively to others
☐☐to participate fully and take responsibility in the classroom and in the school
☐☐to use appropriate behaviour, according to situations
☐☐to engage successfully in partnership with others
☐☐to exercise personal responsibility and initiative
☐☐to understand that, as individuals, we depend on family, school and society

Objectives for Social Development
☐☐to share such emotions as love, joy, hope, anguish, fear and reverence
☐☐to show sensitivity to the needs and feelings of others
☐☐to work as part of a group
☐☐to interact positively with others through contacts outside school, eg. sporting activities, visits, festivals.
☐☐to develop an understanding of citizenship and to experience being part of a whole caring community
☐☐to show care and consideration for others by sharing and taking turns
☐☐to realise there are things each person can do well

Provision for Social Development
a) **Within the Curriculum**
☐☐listening to the viewpoints and ideas of others

a) **Within RE, Worship and PSHE**
☐☐good behaviour is praised positively and rewarded

a) **Beyond the Formal Curriculum**
☐☐Staff behavior gives pupils the chance to see caring in action
☐☐opportunities to welcome or give a vote of thanks to visitors or when making a visit

Assessment in Social Development
☐☐observation of pupils' growing maturity and self-esteem
☐☐the degree to which pupils employ and accept socially acceptable behaviour
☐☐development of relationships in work and play
☐☐the degree to which pupils appreciate what constitutes a healthy lifestyle

CULTURAL DEVELOPMENT
Aims for Cultural Development
The aims and objectives of cultural development relate to differing aspects of the word 'culture.'

☐☐to develop a sense of belonging to pupils' own culture and being proud of their cultural background
☐☐to respond to cultural events
☐☐to share different cultural experiences
☐☐to respect different cultural traditions
☐☐to understand codes of behaviour, fitting to cultural traditions

Objectives for Cultural Development

☐☐to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc

☐☐to develop a love of learning

☐☐to develop an understanding of cultural traditions.

☐☐to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.

☐☐to develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure

Provision for Cultural Development

a) **Within the Curriculum**

☐☐acquiring a code of behaviour when visiting a place of worship such as a church or churchyard for study

☐☐learning about another culture presented through a cross-curricular learning.

a) **Within RE, Worship and PSHE**

☐☐opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination

a) **Beyond the Formal Curriculum**

☐☐visitors or work shop experiences of cultural experiences.

Assessment in Cultural Development

☐☐response to stories, videos, artefacts

☐☐records of work, displays, photographic evidence

☐☐increased participation in cultural activities

☐☐attitudes expressed during cultural visits or relating to visitors

LINKS WITH OTHER POLICIES
- Personal, Social and Health Education Policy Behaviour Policy
- Equalities Policy
- Behaviour Policy
- Teaching and Learning Policy
- RE & Collective Worship Policy

RESPONSIBILITIES

The Governing Body is responsible for:
☐☐ SMSC Policy promotes an ethos that values individuals and promotes Fundamental British Values to prevent radicalisation of individuals.
☐☐SMSC is put into practice and monitored by the appropriate governors for impact.

The School Development Plan will include a section on SMSC development and promotion of Fundamental British Values which gives an indication of planned developments in all four aspects and arrangements for review.

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. Governors will receive information at least on a termly basis.

Staff meetings may be used for discussion and the update of information to understand the impact of spiritual, moral, social and cultural development on the school as a whole.

REVIEW
The Governing Body will review this policy regularly or in the light of changes in DfE guidance.