



Spiritual, Moral, Social and Cultural Policy

(including the promotion of Modern British Values)

Review Date: September 2022

Rationale

At Monkshouse School, we recognise that spiritual, moral, social and cultural development is central to the education of all pupils and permeates through the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals, in their interactions and in the provision of teaching, resources and learning environments.

We strive to create a safe, caring and happy learning environment that promotes respect, diversity and self-awareness and equips our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. Pupils will be encouraged to explore and develop their own values and beliefs, spiritual awareness and high standards of personal behaviour.

Monkshouse School places a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the richness and diversity of other cultures.

All adults will model and promote expected behaviour. The school community will be a place where pupils will learn to differentiate between right and wrong insofar as their actions affect others. Pupils should understand the need for rules and the need to abide by rules for the benefit of everyone. Monkshouse rules and values reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate hard work and achievements.

SMSC is taught and reflected in all areas of our curriculum as well as through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live.

Aims:

- To ensure that Spiritual, Moral, Social and Cultural issues are embedded across the school in a consistent way.
- To give pupils opportunities to reflect upon, and discuss their beliefs, feelings and responses to personal experiences.
- To provide opportunities for the pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To develop a sense of integrity, compassion and tolerance throughout the school community which values self-esteem and respect for others.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Spiritual Development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

The potential for spiritual development is open to everyone and need not be confined to the development of religious beliefs or conversion to a particular faith. In developing the spirituality of children, we help them to become aware of:

- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The need to understand and value oneself and one's feelings
- The need to recognise the feelings and achievements of others.

In this way, spiritual development encourages:

- Self-awareness
- Reflection
- Reasoning
- A sense of identity
- Good relationships
- Co-operation and empathy.

The school will promote spiritual development through:

- Fostering high self-esteem and self-worth by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Providing the children with opportunities to use their own creativity and imagination.
- Offering opportunities for aesthetic experiences in art, music, dance, outdoor learning and literature.
- Developing curiosity and questioning, awe and wonder through the curriculum delivery
- Developing good listening skills in the children - the school will show that it is listening to the children through its response to issues raised, by them, via the School Council.
- Providing opportunities for reflection, both in class and in worship
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Providing mindfulness sessions and yoga to develop stillness, calm and reflection.

Our RE programme covers a range of faiths and develops in the children respect for the practices of different faiths and an understanding of their underlying values and concerns. It also develops tolerance for the variety of beliefs and the customs of the citizens of our world. Children are given opportunities to visit places of worship and speakers visit the school. Godly Play is factored in at least once (often twice) a year for all year groups. This enables the children to be reflective about their own beliefs and develops interest in, and respect for, the feelings, values and beliefs of others.

PSHE and circle time assist with the development of spirituality enabling children to gain an understanding of their thoughts and emotions and the likely impact on themselves and others. It develops empathy and consideration for the viewpoint of others.

Moral Development combines the beliefs and values of individuals, those of the social, cultural and religious groups to which they belong and the laws and customs of the wider society.

The school encourages pupils to tell the truth; keep promises; respect the rights and property of others; act considerately towards others; help those less fortunate than themselves; take responsibility for their own actions; and exercise self-discipline. Ideally, pupils should understand the value of rules and act upon them out of conviction, rather than from fear of getting into trouble.

The school will promote moral development through:

- Supporting the children to;
- Develop an ability to think through, or discuss the consequences of their own and others' actions and make responsible and reasoned judgements
- Have respect for others' needs, interests and feelings, as well as their own
- Develop the understanding to review and re-assess their values, codes and principles in the light of experience.
- Realise that to enjoy rights they have to accept responsibilities.
- Develop an understanding of why rules are necessary.
- Develop self-discipline
- Show respect to all adults in school.
- Develop self- esteem
- Behave in an acceptable way towards one another.
- Distinguish right from wrong based on knowledge of the moral codes of their own and other cultures.

It is important that there is a consistency in the approach to this amongst the staff. Our Positive Behaviour Management Policy is consistently applied across the school and there is a Reward System in place that all the children understand.

We promote equality and give pupils opportunities to explore and develop moral concepts and values. Opportunities to promote moral development are provided during Circle Time and in School Council discussions.

Values certificates are presented weekly and given equal status to academic certificates in order to promote good behaviour.

The school does not tolerate bullying; anti-bullying policies are negotiated with pupils and a great deal of work is undertaken in class and through assemblies to help the children with their understanding of what constitutes bullying and its impact on others.

Social Development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. Through social development, the children develop skills and personal qualities necessary for individuals to live and function effectively in society.

The School is committed to working with the home and the community to prepare pupils for relating to others in different social settings, taking responsibility, exercising initiative, working effectively in groups and participating co-operatively and productively in the School and the wider community.

Within school we:

- Foster a sense of community and shared values
- Promote equality
- Promote conflict resolution in a mature and responsible way
- Encourage pupils to work co-operatively through paired, group and team work
- Help pupils to develop personal qualities valued in society – responsibility, perseverance, tolerance, respect
- Provide a range of situations for pupils to mix in different groups such as house assembly, Friendly Friday, residential visits, after-school clubs, participating in fund-raising events etc.
- Provide opportunities for pupils to exercise leadership and responsibility such as playground leaders, house captains etc.

The School is further committed to promoting an understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.

It is the function of all curriculum areas to contribute to the pupils' social development supported by experience in School clubs, groups (school council, global ambassadors, mini-police etc) and teams, and through educational visits and in-school events. Pupils will be encouraged to use their talents to compete in a fair and generous manner, appreciating the ability of others, showing determination and team spirit.

Cultural Development enables learners to develop an empathetic understanding both of their own culture and of different cultures, be these religious, social or ethnic. Children will be made aware of the diversity of other cultures both within modern Britain and throughout the world. Explorations of values, beliefs, customs, foods, artefacts and stories enable the pupils to make comparisons and develop knowledge of lifestyles and choices of others and allow the children to recognise that all cultural groups are distinctive. This will help children to answer the questions “Who am I?” and “Where do I fit in?” All pupils are treated equally and play an active part in the school community regardless of their colour, religion or gender.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music.
- Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- Opportunities to nurture the cultural development of the child exist in all creative areas -
- PHSE, RE and collective worship.
- Holding celebrations and religious festivals over the year – Harvest, Divali, Easter, Chinese New Year
- Holding International Days
- Encouraging pupils to think about special events in life and how they are celebrated
- Reinforcing the school's cultural links through displays etc and developing partnerships with outside agencies.
- Appointing Global Ambassadors.

British Values

Monkshouse Primary School actively promotes the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

This is achieved through the effective spiritual, moral, social and cultural development of our children, as part of a broad and balanced curriculum and extra-curricular activities, through our links with both the local community and the wider world. In promoting our children's spiritual, moral, social and cultural development, we demonstrate our commitment to actively promoting fundamental British values in ways, which are appropriate to our children's ages and abilities.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for pupils. Through the ethos of the school and the systems in place British values are reinforced regularly and are evidenced in the following ways:

Democracy

Democracy can be seen in action at our school in many ways. We have a school council which meets regularly to discuss issues raised in class council sessions. The school council, which is elected democratically, and includes at least 1 member from each class Y1 –Y6, provides the pupils with an opportunity to raise issues, decide how money is spent, organise events and activities and put forward suggestions for curriculum ideas. Through all areas of the curriculum the pupils are taught the importance of listening to others and their viewpoints, allowing the pupils to gain a full understanding of democracy. The establishment of our school behaviour policy, rights and responsibilities, our School Values and our Vision Statement involved the collecting of ideas and suggestions which the pupils voted on. The school's House Captains, Sports Captains and Mini-Police Officers are also voted for by their peers.

Children from Y1 – Y6 meet with the Headteacher three times a year to put forward their thoughts and opinions on a range of topics relating to the school and their classes.

The Rule of Law

The importance of rules and laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Monkshouse Primary School. Pupils are taught from an early age the rules and values of the school, the reasons behind rules; that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Children are involved in the establishing of the rules and the rights and responsibilities, which are reviewed annually. Visits from authorities such as the Police; Fire Service; etc. are regular parts of our calendar and help reinforce this message. We are part of the Mini Police scheme and have Junior Road Safety Officers to support the reinforcement of rules in school.

This type of environment enables pupils to feel safe and secure (in pupil interviews children consistently state that they feel safe at school); this, in turn, promotes the optimum conditions for learning to take place.

Individual Liberty

Making the right choices and being responsible for those are important principles at Monkshouse Primary School. All children receive equal opportunities and are encouraged to be independent in making the choice that is right for them. At Monkshouse Primary School, pupils are actively encouraged to make informed choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and we advise how to exercise these safely, for example through our E-Safety and PSHE lessons.

We support others by participating in charitable events such as Children in Need, Macmillan Coffee mornings and providing stock for our local foodbank.

Mutual Respect

Mutual respect is one of our key values and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom and learning rules, as well as our behaviour policy. Children learn that their behaviours have an effect on their own rights and those of others. All members of our school community treat each other with respect.

Tolerance of those of different cultures, faiths and beliefs

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. We develop tolerance and broaden awareness of others through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. RE, PSHE lessons and assemblies reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge and enhance learning at the school. We hold international days to raise awareness of different lifestyles and cultures

All staff at Monkshouse Primary School work closely with parents, carers and other professionals to ensure that the pupils are happy, safe and reach their full potential to live fulfilled lives in the community.

Monitoring and Evaluation

The school will review this policy every two years and assess its implementation and effectiveness. The SLT and Governors will monitor SMSC alongside the regular monitoring of the promotion of Modern British Values.

Links to other policies

This policy should be read in conjunction with the following policies:

Child Protection, SEND, Equalities, Community Cohesions, Positive Behaviour Management and Curriculum Policies

Signed _____ on behalf of the Governing
Body

Date _____