

Bitterne C of E Primary School



Policy for Spiritual, Moral, Social and Cultural Education including the promoting of fundamental British values

Headteacher

At Bitterne CE Primary school, quality SMSC provision is central to the development and growth of all pupils and of our community. It reinforces our core Christian values of love, trust and forgiveness. Through a range of teaching and learning including restorative practise, not just within lessons, we aspire to be a safe, happy school where all children can fulfill their potential, appreciate others and understand their place and role within society. In order to develop the pupils as active citizens, we will encourage pupil creativity and imagination through the awe and wonder of the world around us; through debate and discussion we will evaluate the consequences of behaviours; we will engage the children in social activities, both as part of learning and play, that will help to develop skills in relationships and help them respect and value the uniqueness and diversity of our amazing world and the people within it.

Reviewed by	Leadership Team and Full Governing Board	Authorised by	Leadership Team
Last Review	June 2020	Date	June 2023
Next Review	June 2026	Review Cycle	3 yearly unless there are changes to the guidance

Signed by Chairs of Governors - Amanda Humby

Overview

This policy was developed in consultation with members of staff, pupils, parents and governors. It was developed in accordance with:

GOV.UK Promoting fundamental British values through SMSC

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Young Citizens Helping schools promote SMSC

<http://www.doingsmsc.org.uk/>

OFSTED Promoting and evaluating pupils' spiritual, moral, social and cultural development

<https://webarchive.nationalarchives.gov.uk/20141107081413/http://www.ofsted.gov.uk/resources/promoting-and-evaluating-pupils-spiritual-moral-social-and-cultural-development>

British Red Cross

<http://www.redcross.org.uk/What-we-do/Teaching-resources/FAQs/SMSC>

DFE Promoting fundamental British Values as part of SMSC

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

A detailed break down of the definitions of SMSC can be found in the guidelines. These are taken from the School Inspection Handbook.

Through successful implementation of this policy, the school can show it meets the requirements of section 78 of the Education Act 2002.

This policy should be read alongside the policies for PSHE, RE, RSE, Antbullying, Equality, Behaviour and Collective Worship policy.

Nature of SMSC

The inclusion and identification of spiritual, moral, social and cultural education within daily school life and the curriculum is about pupils acquiring essential skills within personal development in its fullest sense. This will help children to prepare for the responsibilities and experiences of life.

Schools should provide pupils with the maximum scope to develop the spiritual, moral, social and cultural dimensions of life, through creating and promoting an atmosphere of co-operation, positivity, sensitivity to others and respect. This is also reflected within other policies.

“It develops non-material aspects of life, focusing on personal insight, values, meaning and purposes. Creativity and imagination is important, as is a sense of fascination, awe and wonder.”

www.redcross.org.uk

Promoting British values through SMSC

Through the successful promotion of fundamental British values, it is expected that pupils will develop the following understanding and knowledge appropriate to their age.

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well being and safety.

- An understanding that there is a separation of power between the state and judiciary. They start to understand that some public bodies, such as the police and army can be held to account by Parliament, while others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected by law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

“It is expected that pupils should understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. The school’s ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Nature of SMSC at Bitterne CE Primary School

At Bitterne CE Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally(SMSC) , plays a significant part in their ability to learn and achieve and underpins life. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

“It is crucial for individual pupils and it is crucial for society as a whole. Most teachers would see it as the heart of what education is all about – helping pupils grow and develop as people.”

www.ofsted.gov.uk

Within our school, Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE/Collective Worship, but the integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing a Christian ethos: how love, trust and forgiveness show respect for pupils and their families.

The school community will be a place of sanctuary where pupils can safely find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils will learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

“No matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.”

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils’ work and achievements. (Refer to behaviour policy for more details)

Spiritual, moral, social and cultural education aims at Bitterne CE Primary school

Within our school, love, trust and forgiveness encompasses the aims of our SMSC learning. The school’s aims and policies endorse the values of:

- telling the truth;
- respecting the beliefs, rights and property of others;
- acting considerately towards others and how they can positively contribute to the lives of those living and working in the locality and wider society;
- self – discipline: taking personal responsibility for ones actions;
- restorative practise;
- parent consultation;
- the voice of the pupil;
- the promotion of fundamental British values.

The school’s aims and policies reject:

- bullying
- dishonesty
- cruelty
- irresponsibility
- racial discrimination or harassment
- behaviour that undermines the LGBTQ community.

A more detailed breakdown of SMSC within Bitterne CE Primary school can be found in the guidelines.

At Bitterne CE Primary school, our SMSC aims can be taught through all areas of the curriculum not just PSHE, RE and collective worship. It is an on-going process and valuable links within other subject areas can be made. In order to achieve this it is the responsibility of the whole school community to incorporate this within the whole school curriculum, as well as outside of the curriculum. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning. However the contribution of RE, PSHE, acts of collective worship and other assemblies are central to the school’s provision. Our status as a school of sanctuary, and the targets we set to continue to develop this, is also integral to our provision.

“Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

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Entitlement

SMSC education is open to everyone regardless of race, gender and ethnic background, and is not confined to the development of religious beliefs. A parent does have the right to request that their child is withdrawn from areas of Religious Education and acts of Collective Worship (Please refer to RE and CW policy).

Staff roles and responsibilities

It is the responsibility of the Headteacher, supported by the teaching and non-teaching staff to ensure that the climate and ethos of the school contributes fully to the pupils, spiritual, moral, social and cultural development.

“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC.”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

It is the responsibility of the Deputy Headteacher to:

- Be the named manager for SMSC development, working in collaboration with the mental health lead, PSHE, RE and CW leaders.
- Promote spiritual, moral, social and cultural development across the curriculum.
- Mentor colleagues.
- Ensure appropriate staff training on SMSC development.

Subject leaders should ensure opportunities for spiritual, moral, social and cultural development are included within medium term planning, and support colleagues in the implementation of this aspect of their subject.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning, by senior leadership/head teacher/governor/ subject leader.
- Regular discussion at staff and governors’ meetings with a sharing of classroom work and practice.

- Analysing behaviour data.
- Renew relevant policies when required.
- Collation of evidence in pupil's work in school portfolio.
- School of Sanctuary working party.
- Pupil conferencing.

Links with the community

In order for children to develop a sense and understanding of community, and the need to act as a responsible and respectable citizen links within the wider community are essential for children to gain first hand experience.

The school demonstrates its commitment to this through:

- It's continued commitment to being a School of Sanctuary and the learning that it actively advocates around important themes such as diversity week.
- Visitors are welcomed into school and the school continues to develop wider links within the community.
- Links with the Church are fostered through links with the local church and the Diocesan Board of Education.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil through:
 - Regular opportunities for staff and parents to meet;
 - Inviting parents to share in the children's achievements/ performances;
 - Inviting parents to meetings to inform them of developments/ aspects of specific curriculum areas.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it through a range of planned opportunities.
- Planned involvement of other agencies eg PC liaison officer, MHST and the school nurse.
- In line with guidance and training from Southampton City Democratic Services the school annually stages formal School Council elections.

SMSC Guidelines

Definitions – These are taken directly from the School Inspection Handbook – September 2015

Spirituality

Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

The school endorses the recommendations of the diocesan guidance for SMSC and recognises that spirituality may be found in a variety of religious traditions, or in ways not dependent upon a religious tradition at all. However within a school's curriculum, spiritual development may happen as a planned activity or be spontaneous.

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.*

"We expect pupils to understand that while different people may legitimately hold different views as to what is 'right and wrong' all people in England are subject to laws of the land".

(DFE, November 2013)

Social Development

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

'Social development will encourage pupils to take responsibility, show initiative and develop an understanding of living in a community'.

(OfSTED handbook)

Pupils' social development is shown by their:

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively*
- *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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

Cultural Development

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Pupils' cultural development is shown by their:

- *understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others*
- *understanding and appreciation of the range of different cultures within 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*
- *willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities*

interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Fundamental British values

The following guidance is taken directly from: Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs¹. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Through their provision of SMSC, schools should:

- *enable students to develop their self-knowledge, self-esteem and self-confidence;*
- *enable students to distinguish right from wrong and to respect the civil and criminal law of England;*
- *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;*
- *enable students 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 students to acquire an appreciation of and respect for their own and other cultures;*
- *encourage respect for other people; and*
- *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.*

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- *an understanding of how citizens can influence decision-making through the democratic process;*
- *an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; 1 The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011-5>*
- *an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;*
- *an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and*
- *an understanding of the importance of identifying and combatting discrimination.*

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

SMSC at Bitterne CE Primary school:

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought.;
- cultivate a sense of awe, wonder and mystery, which reflects on, considers and celebrates the wonders and mysteries of life;
- develop an appreciation of the creative arts, including Dance, Music, Drama and Art;
- reflect and learn from reflection.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the challenge of Jesus' teaching;
- listen and respond appropriately to the views of others;
- gain the confidence to cope with setbacks and learn from mistakes;
- distinguish between right and wrong;
- show respect for the environment;
- make informed and independent judgements;
- develop a sense of morality; and values which are their own;
- develop an understanding of the democratic process and how citizens can influence decision making;
- understand that the 'rule of law' is there for protection, well being and safety;

- explore the place of reason within ethical matters;

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the unique value of each individual and develop good relationships with others, showing respect, responsibility and cooperation.
- Develop an awareness of themselves in terms of importance, individuality, thoughts, feelings, emotions, responsibilities and experiences and to take into account the feelings of others and how their actions can impact on others.
- Develop attitudes which enable them to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Develop personal beliefs and to appreciate and respect that people have individual and shared beliefs on which they base their lives.
- Take initiative and act responsibly with consideration for others.
- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community e.g fire crew, police.
- Begin to understand the Christian imperative and British value for social justice and a concern for the disadvantaged.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Appreciate the diversity and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world-wide faith and appreciate diversity in people's faiths and beliefs.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Give pupils the opportunity to explore and discuss values and beliefs, including religious beliefs, and the way in which they impact on people's lives.
- Deepen and broaden their cultural roots, horizons and aspirations.

Approaches to teaching and learning

Staff need to be aware that:

- Spirituality is a unique personal characteristic and it depends partly upon human interaction.
- Great care and sensitivity is needed in handling moral issues.
- When looking at certain controversial issues a balanced approach should be taken – personal bias of the teacher should not be the focus.

Teachers should select a variety of teaching styles and methods to maximise the potential learning of each child, which will include:

- speak about difficult events, eg bullying, death, etc.
- develop self-esteem and a sense of belonging.
- learning to great all as equals, accepting differences;
- regular opportunities for worship, including Christian traditions of worship;
- regular opportunities for personal reflection and times for stillness;
- giving pupils opportunities to share thoughts, ideas, beliefs and reflections in pairs, groups and as a whole class;

- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, turn taking, listening and sharing, mindfulness.
 - encourage turn taking, listening and sharing;
 - introduce children to a variety of communities, beliefs and cultures, and what is important to them whilst deepening and broadening them for some children;
 - use features of their environment to cultivate awe, wonder and mystery;
 - offer Circle Time/ Let's Talk time themes that reflect on relationships, achievements, feelings, emotions, responsibilities and experiences of themselves and others;
 - encourage visits from a variety of members from the community;
 - problem solving and reasoning activities where they feel safe to agree or disagree;
 - opportunities for other creative approaches eg role play and other drama-based activities;
 - opportunities to contribute positively to the personal development of others eg peer to peer red letter, special person;
 - consider others needs and behaviour and explore relationships with friends, families and others;
 - using a mixture of first and second hand experience;
 - reflection on the origins and purposes of life;
- opportunities to make connections between aspects of their learning.