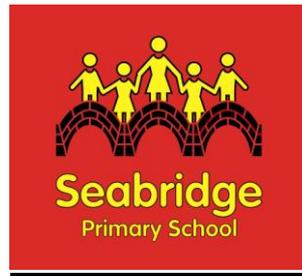


SEABRIDGE PRIMARY SCHOOL



Spiritual, Moral, Social and Cultural (SMSC) Policy

At Seabridge Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to offer 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. This is underpinned by the core co-operative values (responsibility, equity, democracy, solidarity, honesty, openness and equality), as well as the British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs).

Guidelines

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- The co-operative values should underpin all aspects of learning and behaviour.
- The medium term plan/topic overview should identify purposeful opportunities for class-based SMSC.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can 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 should 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.
- 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. These should be developed through consultation with pupils to ensure a full understanding and ownership.
- 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 teachers' planning.

General Aims:

- to ensure that everyone connected with the school is aware of our values and principles, as identified through our school motto 'Working Together to be the Best We Can' and our school aims;

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and general life of the school;
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background;
- To ensure that pupils know what is expected of them and why;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs', feelings and responses to personal experience;
- To enable pupils to develop an understanding of their individual and group identity;
- To enable 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 give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.;
- To ensure that the British Values are promoted across the curriculum.

Spiritual Development

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

- enhance and sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile and satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

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

- celebrate the unique value of each individual;
- listen and respond appropriately to the views of others;
- gain the confidence to cope with setbacks and learn from mistakes;
- take initiative and act responsibly with consideration for others;distinguish between right and wrong;
- show respect for the environment;
- make informed and independent judgements.

Social Development

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

- develop an understanding of their individual and group identity;
- learn about and participate in service in the school and the wider community.

Cultural Development

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

- celebrate the value and richness of cultural diversity in Britain, and how these influenced individuals and society;
- develop an understanding of the social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunity to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events, eg bullying, death etc.;
- share thoughts and feelings with other people;
- explore relationships with friends/family/others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Throughout the school day opportunities are provided for pupils to display identified learning behaviours.

Many curriculum areas provide opportunity to:

- think before responding;
- listen and talk with each other;
- learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- agree and disagree;
- take turns and share equipment;
- work co-operatively and collaboratively

Monitoring and Evaluation

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

- monitoring of plans and teaching and learning;
- regular discussion at staff and governors' meetings;
- audit of curriculum statements and MTPs/curriculum overviews;
- sharing of classroom practice and work'
- audit of assembly policy and practice
- collation of evidence in pupils' work;
- regular inclusion on SDP;
- Pupil consultation;
- Governor monitoring

Review

This policy will be reviewed every two years.

Developed by: J. Harrison (Deputy Headteacher)

Date: November 2014

Review date: November 2016

British Values

Promoting British Values at Seabridge Primary School

The Department for Education state that there is a need *“to create and enforce a clear and rigorous expectation on all schools to 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.”*

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Seabridge Primary School these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and regular pupil consultations. The elections of the School Council members and Team Captains are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school rules are deeply embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. The Rewards and Sanctions policy is reviewed by pupils each year, with suggested changes being put into practice. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices.

Mutual Respect:

Respect is one of the core co-operative values of our school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

Tolerance of Those With Different Faiths And Beliefs

Our co-operative values ensure tolerance of those who have different faiths and beliefs. Seabridge Primary School enhances pupils understanding of different faiths and beliefs through school assemblies, religious education, P.S.H.E., visits to various places of worship and through our wider curriculum. Beliefs, traditions and customs of our key religions are studied in depth and compared to Christianity, with visitors being invited in to our school to enrich and extend understanding. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.