



# Spiritual, Moral, Social and Cultural Policy

(Including British Values)

## Definitions

### **Spiritual Development**

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

### **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise 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.

### **Social Development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, co-operating 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.

### **Cultural**

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.

### **Aims**

At Griffe Field Primary School, we aim to develop successful, fulfilled young people, well skilled, with enquiring minds and positive, responsible attitudes. 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. Griffe Field Primary School will help our pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' -they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and

spirituality of 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 socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Children 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. Children should understand their rights and accept their responsibilities and the need to respect the rights of others.

### **Fundamental British Values**

The provision of SMSC at Griffie Field Primary School meets requirements of section 78 of the Education Act 2002 by preparing pupils at the academies for the opportunities, responsibilities and experiences of later life. Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted.

SMSC provision at Griffie Field will:

- 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 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
- 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;
- 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
  - an understanding of the importance of identifying and combating 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.

### **Planning**

SMSC permeates the entire curriculum as demonstrated in Appendix 1. Teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral,

social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE and RE activities.

### **Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
  - Awe and wonder
  - Connection and belonging
  - Heightened self-awareness
  - Prayer and worship
  - Deep feelings of what is believed to be ultimately important
  - A sense of security, well-being, worth and purposefulness
- The school will develop a climate or 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 during any part of the school day, for example, when listening to music, discussing the care needed for animals, exercising empathy or creativity, discussing how we live, contemplating the future, etc.

### **Moral Development**

At Griffe Field Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguishing right from wrong, based on knowledge of the moral codes of their own and other cultures
- Developing an ability to think through the consequences of their own and others' actions
- Having an ability to make responsible and reasoned judgments
- Ensuring a commitment to personal values
- Having respect for others' needs, interests and feelings, as well as their own
- Developing a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving 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
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- 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 of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through assemblies, circle time, PSHE, RE and the wider curriculum. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praising both academic and social achievements.

### **Social Development**

At Griffe Field Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability 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
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organized in structures such as the family and the school.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community - for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life. Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

### **Cultural Development**

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are 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 reflection 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, for example, theatre, museum and 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, Geography and School Council.

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that 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 overarching ethos of the school. Pupil voice will be used to determine how effective the aims of this policy are being met at Griffie Field Primary School.

### **Responsibilities**

It is the responsibility of:

- The Local Governing Body, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

### **Monitoring & Review, Policy into Practice**

The Headteacher will report on a regular basis any instances of serious bullying to the Local Governing Body together with outcomes. The Senior Leadership Team and subject leaders will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Headteacher	Emma Mitchell	Co-Chair of Governors	Mrs. H. Hicks and Mr. A. Wilde
Policy Approved/Written		February 2023	
Review every 3 years (or sooner if required)			
Policy Reviewed			
Policy Reviewed			
Policy Reviewed			

Appendix 1 Opportunities for the development of SMSC across the school day and curriculum

Opportunities through	Spiritual	Moral	Social	Cultural
Assemblies	Reflection on their own beliefs and values, and those of others	Influence of values on behaviour	Celebrating together	Celebration of own and others' religious and cultural traditions
Management of behaviour	Sense of well-being in a secure and fair environment	Recognition of difference between right and wrong	Living together in the school community	Recognising the culture of their school community
Class and school rules	Learning respect for themselves and others and that holding values matters	Living by the rules for the benefit of each other	Fostering good relationships and respect for property	Communities need values and rules for living together
Rewards	Sense of being appreciated	Positive actions and behaviour are rewarded	Recognising the worth and achievement of others	Reinforcement of the cultural values of the community
Equal opportunities	Values of mutual respect, equality and worth. Good relationships. Sense of being included.	Recognising values and beliefs that may be different from their own. Challenging prejudice and stereotyping.	Diversity in society. Challenging discrimination. Equal opportunities for all.	Richness and diversity of cultures
Community links including charity	Being involved, participating and playing a part	Recognition of the needs of others	Working together	Insight into one's own and other cultures
Extracurricular activities and visits/visitors	Sense of achievement and enjoyment when pursuing an interest, talent or skill	Channelling interests, talents or skills positively	Team work, meeting others, working with interest group	Extending interests, talents and cultural pursuits
School council, music maestros and anti-stigma ambassadors	Views and values recognised	Making decisions	Representation and democracy	Belonging playing a part in school life, community life
Preparation for adult life	Personal skills Self-worth Self-expression Knowing oneself Inspiration	Right and wrong behaviour Actions have consequences Responsibility and roles Care for the environment s a moral imperative	Social skills Being a good citizen Democratic process A better society/ environment Working together in groups and teams	Appreciation of environment, art, music and literature Aesthetic and creative qualities