



## Abbey Meads Community Primary School

### Spiritual, Moral, Social and Cultural Development Policy

#### (including British Values)

October 2022 Update

#### **Introduction**

At AMCPS, the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school issue'.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum, but also through the assemblies and ethos of the school, and through the development of positive attitudes and values.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals of unique worth.

**Where many policies refer to tolerance, we actively avoid this term as it implies being tolerant of something which is wrong. We prefer to use acceptance and understanding wherever tolerance may be used.**

#### **Principles**

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils, staff and for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

It is an expectation at AMCPS that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to, and by the valuing of all people.

## **General Aims for Spiritual, Moral, Social and Cultural Development**

In accordance with the Education Reform Act 1988; AMCPS aims to ensure a broad and balanced curriculum:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race, religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help provide support in all areas, to enable the full development of each individual
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values, and an understanding of all races, religions and ways of life
- To help the pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between home, school and the local and wider communities

## **Spiritual Development**

We strive to support the children in the development of their spiritual life so that through reflection, they will acquire insights and attribute meaning and purpose to their personal existence. Children's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. This includes trying to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

At AMCPS, SMSC will be experienced within the context of a shared belief in the purpose of education: to allow each child to have a full life. We hope to help pupils to develop their characters through exploring shared values, exemplified through shared stories and inspiration offered in assemblies, every day interactions and underpinning all that takes place in school.

## Objectives for Spiritual Development:

- The 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
- To have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- To be able to use imagination and creativity in their learning
- Be willing to reflect on their experiences
- To consider the possibility of a spiritual dimension to life and ponder upon the possibility of a higher power.
- To be reflective and appreciative about the wonder in nature and in human endeavour
- To develop a good self-image and develop positive self-esteem, respect for themselves and others: working towards an inner dignity, confidence and peace

## Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction and self-discipline rather than because of sanctions or consequences. At AMCPS, we work towards an understanding of what is right and wrong. From this basis, pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour. **WE PAY FORWARD**

At the heart of our school's moral teaching lies the understanding that it is good to treat others as we would wish to be treated. We are encouraging our community towards living this well.

## Objectives for Moral Development

- Pupils will have the ability to recognise the difference between right and wrong, and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Have an understanding of the consequences of their behaviour and actions
- Pupils can show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
- Show an understanding of the fact that love and respect for self and others is at the heart of moral codes in most belief systems and cultures

## **Social Development**

This enables pupils to become conscientious participants in their family, class, the school, and the local and wider community. Within this, there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Continual isolation is not good for individuals or society, we have to learn how to co-exist well for the formation of social unity. Therefore, it is part of the school's responsibility to support pupils and their families in the formation of good social attitudes.

## **Objectives for Social Development**

- Pupils can use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Pupils show a 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.
- Pupils show acceptance and engagement with the fundamental British values of democracy, the rule of law, and how this differs to religious law, individual liberty and mutual respect and acceptance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- Pupils can show care and consideration for others e.g. they can share, take turns and delight in the skills and gifts of others. They can work well and contribute positively to a group.

## **Cultural Development**

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

Also, cultural development leads pupils to learn from and be enriched by music, art, literature and the sporting achievements of others in Britain and throughout the world. This leads them to be encouraged and inspired to participate and develop their own talents.

At AMCPs, we seek to be fully inclusive to people of different cultures and status and offer each dignity and a place in our community.

## **Objectives for Cultural Development**

- Pupils show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Pupils show an 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
- Pupils demonstrate a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Pupils show a willingness to learn from, participate in, and respond positively to artistic, sporting and cultural opportunities
- Pupils demonstrate an interest in exploring, improving an 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Pupils can show an appreciation of the different expressions of faith and breadth of beliefs found within all religions and beliefs.

## **MONITORING AND EVALUATION**

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

- Following our monitoring cycle
- Senior Leadership Team annual review
- Evaluating SMSC, in lesson observations and learning walks
- Pupil consultations

## **Appendix – British Values – (source Bristol SACRE)**

**The Department for Education on the 27 November 2014 published guidance on promoting British Values in schools, to ensure young people leave school prepared for life in modern Britain.**

- All have a duty to 'actively promote' the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and acceptance/understanding of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.
- Schools have previously been required to 'respect' these values, but policy changes mean that all schools must have a clear strategy for embedding these values and to show how their work with pupils has been effective in doing so.

The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance (we prefer acceptance) of those of different faiths and beliefs

**Examples of the understanding and knowledge pupils are expected to learn include:**

- an understanding of how citizens can influence decision-making through the democratic process;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combating discrimination.

### **Examples of actions schools can take to promote British values are to:**

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure all pupils within the school have a voice that is listened to, and to demonstrate how democracy works by actively promoting democratic processes, such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view;
- consider the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

Our aim at Abbey Meads Community Primary School is to encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to life in Britain. We actively promote the fundamental British Values and this forms part of our wider work in school with children in relation to their Spiritual, Moral, Social and Cultural education (SMSC).

We teach a broad and balanced curriculum that teaches elements of democracy, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of different faiths. Actively promoting British Values also refers to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values. At AMCPS, values of tolerance and respect permeate all areas of school life. This creates a climate within which pupils feel safe and secure and therefore allows them to learn and develop.

These British Values are promoted throughout the curriculum and across the whole school. They are also seen in the school ethos, assemblies, special events and cultural celebrations. The following are a selection of activities that are evidence of our commitment to British Values.

***We teach children about Democracy through:***

- Children being involved in democratic processes e.g. voting for pupil councillors
- School council
- Visits from the local MP
- Class discussions

***We teach children about Rule of Law through:***

- School behaviour policy
- Keeping to Golden Rules in class and assemblies
- Implementation of rewards such as Golden Time
- Reflecting on behaviour and learning during lessons
- Parent questionnaire questions about behaviour
- Visits from Police
- Understanding responsibility in school in terms of behaviour and learning attitudes
- Pupil roles in school - monitors/ helpers
- School values
- Local and national fundraising
- Community links - residential home, food bank
- Assembly - school council/ people who help us
- Buddy Benches and Peer Mediators
- Jigsaw activities
- Challenging stereotyping and bias
- Anti-bullying
- Sports values
- Rewards for behaviour and learning

***We teach children about Tolerance/acceptance (and understanding) through:***

- Links with other schools
- Assemblies - stories from world faiths and cultures
- RE curriculum
- Reflection opportunities in assemblies
- School curriculum
- Inclusive school values
- Special assemblies - Harvest, Christingle, Remembrance Day
- Jigsaw / PSHE&C
- Golden Rules



***We teach children about Mutual Respect through:***

- PSHE&C curriculum and assemblies
- Jigsaw
- Positive relationships encouraged and modelled
- Inclusive ethos - Pay Forward - Be Kind
- RE curriculum
- Anti-Bullying assemblies
- School Council
- Sports Day
- Collaboration with other schools in the Trust
- Musical Extravaganza
- Trips - to the wider community including religious buildings - e.g. Church, Gurdwara
- Visitors
- Peer assessment
- Golden Rules
- PE values
- Forest Schools Values