



Policy for Spiritual, Moral, Social & Cultural Development (SMSC) and British Values

1. Introduction

Danecourt School regards the spiritual, moral, social and cultural aspect of education as a core entitlement for all pupils. It is provided in all formal and informal settings and permeates every aspect of the school's work, through the school's SMSC curriculum, British Values such as: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are promoted.

The development of SMSC and the promotion of British Values is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, and taught overtly in Personal, Health Social and Citizen Education (PSHCE), Geography (Saints days) and Religious Education (RE) lessons and is recognised and celebrated alongside academic achievement. We also introduce a 'Thought of the Week' (which covers different aspects of SMSC), during our Monday morning singing assembly. The 'thought' is then discussed in class as the week progresses, with two or three KS2 pupils sharing their views during the Friday afternoon Golden Book assembly.

2. Defining spiritual, moral, social and cultural development:

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. Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHCE, RE, Drugs Education, Sex and Relationships Education and the Single Equality Policy. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

It is an expectation across the school that all staff, 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, circle time etc.

The importance of relationships between all school staff, parents and trustees 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 pupils.

General Aims for Spiritual, Moral, Social and Cultural Development:

In accordance with the Education Reform Act 1988, Danecourt School 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 and provide support in areas for development
- 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 understanding of other 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

2.1 Spiritual development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for Spiritual Development:

- The ability to listen and be still
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

Objectives for Spiritual Development:

- To develop the skill of being physically still, yet alert
- To develop the skill to use all ones senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self confidence
- To consider the mystery of God and the wonder of his world.

2.2 Moral Development:

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. Across the school 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 or and behaviour.

Aims for Moral Development:

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right and wrong
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development:

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

2.3 Social Development:

This enables pupils to become conscientious participants in their family, class, school, 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.

Aims for Social Development:

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society

Objectives for Social Development:

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

2.4 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 and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development:

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development:

- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

3 Promoting British Values at Danecourt School

The Government set out its definition of British values in the 2011 Prevent Strategy. As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "being British". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

At Danecourt School – and in line with the individual pupils' capacity to understand the concepts and ideas – these values are reinforced regularly in the following ways:-

3.1 Democracy:

- Providing pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teaching pupils how they can influence decision-making through the democratic process
- Including in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain

- Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school
- Providing pupils with the opportunity to have their voices heard through our Pupil Council and Pupil questionnaires
- Helping pupils to express their views
- Teaching pupils how public services operate and how they are held to account
- Modelling how perceived injustice can be peacefully challenged

3.2 Rule of law

- The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.
- Ensuring school rules and expectations are clear and fair
- Helping pupils to distinguish right from wrong
- Helping pupils to respect the law and the basis on which it is made
- Helping pupils to understand that living under the rule of law protects individuals
- Including visits from authorities such as the Police and Fire Service in the curriculum to help reinforce the message.

3.3 Individual liberty

- Actively encouraging pupils to make choices, knowing that they are in a safe and supportive environment.
- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
- Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights
- Modelling freedom of speech through pupil participation
- Challenging stereotypes
- Implementing a strong anti-bullying culture

3.4 Mutual respect and tolerance

- Promoting respect for individual differences paying particular regard to the protected characteristics set out in the Equality Act 2010
- Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenging prejudicial or discriminatory behaviour
- Organising visits to places of worship
- Developing links with faith communities
- Developing critical personal thinking skills
- Discussing differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

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The public sector equality duty of the Equality Act 2010 has been considered in the writing of this policy. A Discrimination Impact Assessment concludes that through this policy Danecourt seeks to:

-Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.

-Advance equality of opportunity between people who share a protected characteristic and those who do not.

-Foster good relations between people who share a protected characteristic and those who do not.

Protected Characteristics: age, disability, gender, gender identity, race, religion or belief, and sexual orientation.