

Grangewood Independent Social, Moral, Spiritual and Cultural (SMSC) Policy

1 Preamble

This policy should be read in conjunction with our **Promoting Fundamental British Values Policy**.

This policy has been written with regard to the publication '**Promoting fundamental British values as part of SMSC in schools, November 2014**'.

This document states that 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.

It says that, 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.
- 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 guidance also describes the understanding and knowledge of pupils as a result of schools promoting fundamental British values.

The regulations also state that to meet the standard for the SMSC development of pupils, the trustees (ie. proprietor, directors and/or governors) of the independent school, academy or free school must:

- Prevent the promotion of partisan political views in the teaching of any subject in the school.
- Take steps to ensure that, where political issues are brought to the attention of pupils, the pupils are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, and while they are taking part in extra-curricular activities provided by, or on behalf of, the school.

2 Introduction

- 2.1** Grangewood Independent School promotes a Christian ethos and a Christian World View, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its students will necessarily be practising Christians.
- 2.2** Because we recognise that the Bible is God's written revelation to humankind we understand that the personal development of pupils, spiritually, morally, socially and culturally, plays a vital part in their ability to learn, and achieve their full potential.
- 2.3** 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 other cultures.
- 2.4** Although we are a Christian school, the diversity of spiritual traditions in our own nation and around the world will be recognised, and pupils will be given access to alternative views.
- 2.5** All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- 2.6** 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.
- 2.7** Pupils should learn to differentiate between 'right and wrong' in as far as their actions affect other people as well as gaining an understanding of biblical morality. They will be encouraged to value themselves and others.
- 2.8** 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.
- 2.9** We teach the National Curriculum using illustrations and examples drawn from our Christian heritage and promote the respect, love, and honour of people regardless of age, gender, ability or orientation.

3 General Aims

- 3.1** The general aims of this SMSC Policy are:
- To ensure that everyone connected with the school is aware of our values and principles.
 - To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the 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.
- Within the SMSC framework the school will continue to actively 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.
- It is the governors' and SLT's conviction that tolerance is a minimum standard for Christian living; love, respect and honour are due to all people regardless of whether or not we agree with their life choices, religion or sexual orientation.

4 Spiritual Development

4.1 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.
- Develop higher thought processes.
- 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.
- Recognise and reflect on Christian approaches to Spiritual Development.

5 Moral Development

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

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Learn that to robustly disagree with another is perfectly acceptable; however, it is morally bankrupt to allow disagreement to lead to hatred and violence within the community and nation.
- 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 judgments.

6 Social Development

- 6.1** As a school we aim to promote opportunities that will enable pupils to:
- Develop an understanding of their individual and group identity.
 - Learn about service in the school and wider community.
 - Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.
 - Acquire a broad general knowledge of, and respect for, public institutions and services in England.

7 Cultural Development

- 7.1** As a school we aim to promote opportunities that will enable pupils to:
- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
 - Recognise Christianity as a world faith.
 - Develop an understanding of their social and cultural environment.
 - Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
 - Promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
 - Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
 - 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 in which the school is situated and to society more widely.
 - Respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a). Whilst our Christian World View does not promote beliefs on sexuality and family that conflict with the Bible, the school will actively promote respect for (tolerance), and an awareness of the different types of family, sexuality and marriage (including civil partnerships) in modern Britain.
 - Our curriculum and school activities promote equality between men and women, as well as the full acceptance and value of any person with any form of disability.
 - The school will promote the belief that the maturity and goodness of a culture can be measured by how it treats its weakest and disadvantaged members.
- 7.2** The following is taken directly from the amendments to the Independent School Standards, Sept 2014. Whilst this guidance is listed as part of our cultural development, we will endeavour to promote an awareness of it in all areas of teaching and activities.
- 7.3** This school precludes the promotion of partisan political views in the teaching of any subject in the school; and takes such steps as are reasonably practicable to

ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

8 Teaching and Organisation

- 8.1** 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.
- 8.2** All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.
- 8.3** Class discussions and circle time will give pupils opportunities to:
- Talk about personal experiences and feelings.
 - Express and clarify their personal ideas and beliefs.
 - Speak about difficult events, e.g. 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 — e.g. empathy, respect, open mindedness, sensitivity and critical awareness.
 - Listen and talk to each other.
 - Learn an awareness of treating all as equals.
 - Agree and disagree without a loss of respect.
 - Take turns and share equipment.
 - Work cooperatively and collaboratively.

9 Links with the Wider Community

- 9.1** Visitors are welcomed into school (see our External Visitors Policy).
- 9.2** The development of a strong home-school link is regarded as central to our learning philosophy, enabling parents and teachers to work in an effective partnership to support the pupil.

- 9.3** Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- 9.4** Through our 'Good Samaritan' initiative we actively pursue opportunities to engage with our neighbours; local schools, nurseries and Children's Centres; local councillors and MPs; food bank centres and local charities.

10 Monitoring and reviewing our practice

- 10.1** Provision for SMSC is monitored and reviewed on a regular basis and the Headteacher shall have oversight of this policy and monitor the provision of SMSC along with the school's RE/PSHE co-ordinators.
- 10.2** This policy will be reviewed at any time on request from the governors, or at least annually.

Policy Adopted by Governors: May 2016

Policy Last Reviewed: August 2018

Policy Due for Review: July 2019