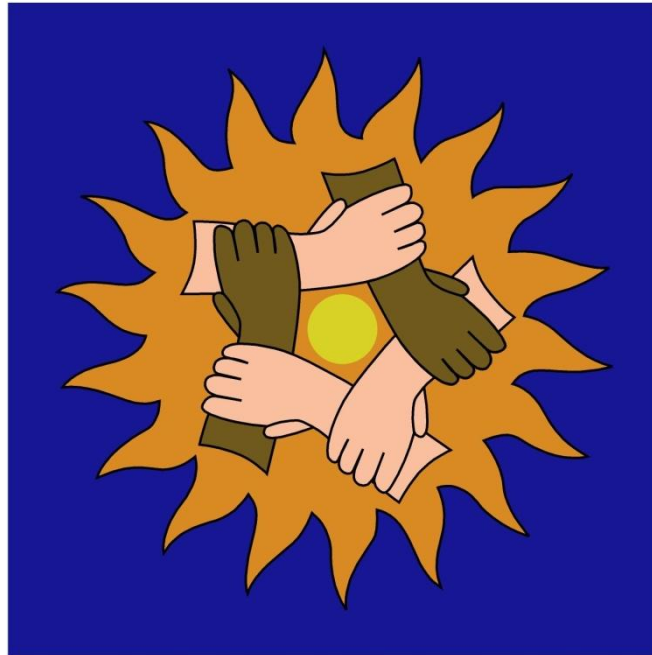


"Together we can achieve more"

# Highfield Primary School



Spiritual, Moral, Social and  
Cultural Development  
and British Values Policy

2015

## **Rational**

At Highfield Primary School our aim is to develop the whole child. The spiritual, moral, social and cultural development of each child is fundamental to this. We therefore ensure that our curriculum and our overall ethos and values provide opportunities for children to develop the spiritual, moral, social and cultural aspects of themselves. We believe that our SMSC development contributes towards the individual's appreciation of life's experiences and their relationships with others in communities around us. At Highfield our obligation to meet the Spiritual, Moral, Social and Cultural development needs of our children is inherent in every aspect of our school life; ours is a Values led, Rights Respecting school mindful of promoting British Values

The importance of pupils SMSC development is widely recognised in law, and plays an essential and significant part in a pupil's education. Activities within the school are consciously planned to contribute to pupils' SMSC development, such as in assemblies, acts of worship, circle time and lessons in PSHE. Contributions to the SMSC programme are also planned in all areas of the curriculum and are apparent in children's work, attitudes and school displays.

**Highfield is a Rights Respecting School and, as such, the principles and values of the UN Convention on the Rights of the Child underpin this policy.**

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The principal aims of **Highfield Primary School**, as stated in the prospectus, are:

### **Spiritual Development**

Pupils' 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. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material wellbeing.

"Spiritual" is not synonymous with "religious", but **Highfield Primary School** recognises that some pupils will express their spiritual awareness in religious terms. (article 29)

**Highfield Primary School** attempts to foster pupils' spirituality by encouraging the following:

- ✚ giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people's lives (article 14)
- ✚ enabling pupils to develop a set of values, principles and beliefs
- ✚ encouraging pupils to explore and develop what animates and inspires themselves and others
- ✚ encouraging pupils to express innermost thought and feelings through for example, art, music, literature and crafts, exercising the imagination, inspiration, intuition and insight
- ✚ promoting teaching styles which:
  - value pupils questions and give them space for their own thoughts ideas and concerns;
  - enable pupils to make connections between aspects of their learning
  - encourage pupils to relate their learning to a wider frame of reference
  - encourage pupils to consider and respect a diversity of opinions.

## Moral Development

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. (Children are aware of their responsibilities in ensuring other children's rights are met - RRSA)

Moral development is about pupils building a framework of moral values which regulates their personal behaviour, developing an understanding of society's shared and agreed values. **Highfield Primary School** pupils, who are becoming morally aware, are likely to be developing some or all of the following characteristics:

- ✚ an ability to distinguish right from wrong
- ✚ an ability to think through the consequences of their own and others actions
- ✚ a willingness to express their views on ethical issues and personal values (article 12 - A right to have their say in matters which concern them)
- ✚ a respect for others' needs, interests and feelings as well as their own
- ✚ a sense of participation in charity fundraising. (Making sure others' rights are being met - RRSA)

## Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Social development ensures children can adjust appropriately and sensitively to a range of social contexts and experiences. Our expectation for pupils at **Highfield Primary School** is that they are able to relate well to their peers and adults.

**Highfield Primary School** will foster pupils' social development by:

- ✚ encouraging pupils to work and play co-operatively (article 31 - the right to play)
- ✚ encouraging pupils to develop their empathy
- ✚ encouraging pupils to recognise and respect differences and similarities providing opportunities for pupils to exercise leadership and responsibility across year groups
- ✚ providing positive and effective links with the world of work and the wider community.

## Cultural Development

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in another's way of doing things and curiosity about their differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. (article 14)

Cultural development is about pupils understanding their own culture and other cultures. Promoting pupils cultural development is intimately linked with schools' attempts to value cultural diversity.

**Highfield Primary School** will encourage pupils' cultural development by:

- ✚ providing opportunities for pupils to explore their own cultural values addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality (article 14)
- ✚ recognising and nurturing particular gifts and talents
- ✚ providing opportunities for pupils to participate in cultural events
- ✚ developing partnerships with outside agencies and individuals to extend pupils cultural awareness.

### **British Values:**

Highfield School will 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. Actively promoting the values and engaging children in a variety of enriching experiences across the curriculum will be at the heart of promoting British values in our school.

In order to ensure that all learners make a positive contribution to society British Values are reinforced through:

Quality teaching and learning to aid the development of skills and knowledge required to become responsible citizens

Opportunities to develop a supportive, caring and respectful attitude towards all members of the school community.

Opportunities to prepare for life in the wider community

Learning how to apply these values in life

Understanding the difference between right and wrong

Becoming lawful citizens

Developing skills so that pupils can contribute fully to the British way of life

Understanding and respecting the range of different cultures in / beyond school

**Highfield Primary School** promotes SMSC and British values through:

Assemblies and collective acts of worship

Our school motto and values

Young Interpreters

E safety -Ceops

Junior Citizens Courses

The Personal, Social, Health and education (PSHE) curriculum

Religious Studies

Cross-curricular activities and events

The promotion of British values

Maintaining positive relationships with parents

The teaching and learning environment

Learning Support

The Curriculum (Appendix 1)

Displays

Fundraising for charity

School Council

A wide range of visits and visitors, such as theatre or musical events, visits from our local MP and our local police officer

The induction and transition procedures for pupils

The act of Remembrance

Creating links with the wider community

Visits to places of worship and cultural venues such as theatres, cinemas and libraries

The Eco-Club

Mini mentors

Team captains

School Links Project

The Golden Rules

Circle Time

Class Charters

### **Monitoring and Implementation of the SMSC Policy**

At **Highfield Primary School**, provision for SMSC is monitored and reviewed by the SMT, teachers and governors.

Regular discussions are held at staff meetings.

Staff share classroom work and practice.

The implementation of this policy is the responsibility of all staff at **Highfield Primary School**.

This policy has been reviewed and approved by the Governing Body

Signed .....

Date..... Autumn 2015

Review date... Summer 2017

## Appendix 1

### Teaching and Learning

**English** makes a major contribution to pupils' SMSC development through:

- developing confidence and expertise in language, which is an important aspect of individual and social identity
- enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- developing pupils' awareness of moral and social issues in fiction, journalism, magazines, film, radio, television and the media
- helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language
- helping pupils to engage in emotional literacy through differing genres.

**Mathematics** can provide a contribution to pupils' SMSC by:

- supporting whole school policy on issues such as discipline and behaviour
- introducing pupils to such concepts as infinity and repeating patterns
- enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

**Science** provides opportunities for pupils' SMSC development through examples such as:

- reflecting on the wonder of the natural world and being aware of the ways that science and technology can affect society and the environment
- consideration of the moral dilemmas that can result from scientific developments
- showing respect for differing opinions, on creation for example
- co-operation in practical activity
- raising awareness that scientific developments are the product of many different cultures.

**ICT** can contribute to SMSC development by:

- making clear the guidelines about the ethical use of the internet and other forms of communication technology
- acknowledging advances in technology and appreciation for human achievement.



**History** makes a contribution to SMSC by:

- looking at the establishment of multicultural Britain
- enabling pupils to reflect on issues such as slavery, the holocaust and imperialism
- showing an awareness of the moral implications of the actions of historical figures.

**Design Technology** makes a particular contribution to SMSC through:

- reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life
- awareness of the moral dilemmas created by technical advances, the impact of a 'winners and losers' ethos
- an appreciation of how different cultures have contributed to technology
- offering opportunity for teamwork, recognising others' strengths, sharing equipment.

**Food Technology** contributes to SMSC by:

- giving pupils the opportunity to examine cultural differences in food and diet
- reflecting on the social issues around food such as price, income and food-miles
- acknowledging government guidelines for health and dietary requirements
- reflecting on the moral issues concerning food production in third world countries.

**Geography** contributes to SMSC where:

- opportunities for reflection on creation, earth's origins, future and diversity are given
- reflection on the fair distribution of the earth's resources
- studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.

**MFL** contribute to SMSC through:

- gaining insights into the way of life, cultural traditions, moral and social developments of other people
- developing pupils' social skills through group activities and communication exercises
- improving listening skills through oral/aural work.

**Religious Education** makes a distinctive and substantial contribution to the delivery of SMSC through:

- learning about beliefs, values and the concept of spirituality
- reflecting on the significance of religious teaching in their own lives
- developing respect for the right of others to hold beliefs different from their own
- showing an understanding of the influence of religion on society
- appreciating and understanding different cultures, religions and traditions. (article 14)

**Art** may contribute to SMSC by:

- giving pupils the chance to reflect on nature, their environment and surroundings
- studying artists with spiritual or religious themes and ethical issues raised by artists, i.e. war and violence.

**Music** contributes to SMSC through:

- teaching that encourages pupils to be open to music from other cultures
- consideration of the role of music in society and seeing how music can cause conflict and differences of opinion, but may also bring people together
- looking at the way music can change moods and behaviour.

**Physical Education** - SMSC development is actively promoted through PE by:

- group activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- exploring the sports and traditions of a variety of cultures
- individual activities that provide the opportunity for self-reflection and challenge.