SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Including British Values

Key document details

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This policy should be read in conjunction with the PSHE Policy, British Values statement and the Agreed Syllabus for R.E.

At Bannerman Road Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We are recognised as a UNISEF ‘Rights and Respecting’ School and we celebrate and embrace the Core British Values of:

- Tolerance,
- Democracy,
- Liberty,
- Responsibility,
- Law
- Respect

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 the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Bannerman Road Academy and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful 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.

**Guidelines**

All curriculum areas have a contribution to make to the child’s spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
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.

Pupils 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.

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.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher’s planning and purchasing decisions.

General Aims

- 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.

Spiritual Development

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.
- 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.

**Moral Development**
*As a school we aim to provide learning opportunities that will enable pupils to:*
- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- 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 judgements.

**Social Development**
*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.

**Cultural Development**
*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 influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions.

*As a school we recognise the importance of these values because:*
- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

**Teaching and Organisation**
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. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at BRCA will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions, assemblies, PSHE sessions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own 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, critical awareness, etc (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Extra-Curricular Activities
Personal development is also enriched through a wide range of extra-curricular activities (Sport, Music and Choir, Creative Clubs) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

**Links with the wider community**

- Visitors are welcomed into school.

- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.

- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

**Review**

This policy will be reviewed in accordance with the policy review schedule.
Core British Values

Democracy
- I can influence the way the school runs through the school council team and by talking to staff.
- I can influence my lessons through putting my hand up and responding.

Tolerance
- I recognise that it is unacceptable to dismiss the beliefs and opinions of anyone.
- I understand that discussions about sensitive issues will be controlled and structured.

Liberty
- I am free to think as I see fit.
- I have the freedom to make choices that affect me but I recognise I am accountable for all my actions.

Respect
- I recognise that everyone is entitled to their opinion as long as it does not promote extremism.
- I understand that everyone is entitled to a voice within the classroom.
- I will listen to others as I would like to be listened to.

Responsibility
- We all have a responsibility to promote and protect the well being of others.
- I recognise that I am as equally responsible for my learning as the teacher.
- I take responsibility for all my actions—good or bad.

Law
- I understand that the school rules are used to mirror society laws and must be respected.
- I recognise that there will be consequences for my actions.

Social - Moral - Spiritual - Cultural