

Spiritual, moral, Social and cultural education (SMSC) inc FBV

This policy also applies to EYFS pupils and children in our Nursery Provision

Introduction

Spiritual, moral, social and cultural education (SMSC) helps children develop personal qualities, which are valued in any civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.

At Bedford Greenacre Independent School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos and a curriculum that ensures that our pupils are 'rounded and grounded'. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including 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 are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Children 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.

Children should understand their rights and accept their responsibilities and the need to respect the rights of others. Bedford Greenacre Independent School promotes responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

From November 2014, all schools have responsibility to 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. In line with advice from the DfE, at Bedford Greenacre Independent School we aim to promote these values through SMSC (spiritual, moral, social and cultural development) and it is embedded throughout our curriculum and school ethos.

Definitions

We use the following definitions of Spiritual, Moral, Social and Cultural and British Values:

SPIRITUAL

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in, and

respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.



MORAL

Ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

SOCIAL

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio economic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

CULTURAL

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, 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.

BRITISH VALUES

An understanding of how they as citizens, in our school and in their local community, can bring about influence through a democratic process.

An understanding regarding the rule of law, how it aims to protect individuals and the need for it to ensure the safety and wellbeing of all.

An understanding of the freedom of choice, particularly related to choice regarding faith and beliefs, and how these choices are protected in law.

An acceptance of others who hold differing beliefs, faiths and opinions and that tolerance is required and how discriminatory or prejudicial behaviour is against the values and ethos of this school but also is against the law.

An understanding of the importance of identifying discriminatory behaviours and actions and also understanding that action needs to be taken to combat such behaviours.

Aims of SMSC:

At Bedford Greenacre Independent School, we share, support and strive to achieve the quality of SMSC provision described by the 'Excellent' Grade descriptors used by ISI (November 2013):

"The spiritual, moral, social and cultural development of the pupils is excellent." We aim to ensure:

That everyone connected with the school is aware of our values and principles.

A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

That children have a good understanding of their responsibilities and how to exercise them

Through classroom activities and dialogue in the wider curriculum we will give the children opportunities to:

Share their achievements and successes with others

Talk about personal experiences and feelings.

Express and clarify their own ideas and beliefs.

Speak about difficult events, e.g. bullying, death etc.

Explore relationships with friends/family/others.

Consider the needs and behaviour of others.

Show empathy.

Develop self-esteem and a respect for others.

Develop a sense of belonging.

Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

How the curriculum contributes to SMSC:

The Contribution of English

English contributes to our 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, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.

- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral and ethical dilemmas that can result in scientific developments.
- Showing respect for differing opinions on creation and evolution for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Information Communication Technology

ICT contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History

History contributes to our pupils' SMSC development through:

- Looking at the establishment and development of British society and evolution of British society.
- Enabling pupils to reflect on issues such as slavery, war and the holocaust.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our pupils' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people (trips to France, Iceland, etc.)
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Pupils learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.

- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our pupils' SMSC development through:

- Art lessons develop pupils' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to pupils' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.
- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

The Contribution of Music

Music contributes to our pupils' SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Leads pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Pupils' SMSC development is actively promoted through PE by:

- 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, awareness and challenge.

The contribution of PSHE/Citizenship

Pupils' SMSC development is actively promoted in PSHE and Citizenship by:

- Exploring questions about democracy, justice, inequality, how we are governed and organised.
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities.
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens.
- Appreciating diversity, understanding different viewpoints, collaboration for change.

Beyond the Curriculum and links with the wider community

We deliver SMSC through a variety of ways beyond the curriculum:

- Links with the local churches, mosques, gurdwara.
- Pupil Leadership.
- Sports Leadership.
- Peer Mentor Programme.
- Assemblies have a Spiritual, Moral, Social or Cultural theme.
- Our extensive Extra-Curricular Programme.
- School productions.
- Duke of Edinburgh
- School Council
- Arts Award

Visitors are often welcomed into our school.

The school supports the work of a variety of charities.

The development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

Children are taught to appreciate and take responsibility for their local environment.

Monitoring and evaluation

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

Monitoring of teaching and learning and work scrutiny by CLs / SLT / Principal /governors.

Regular discussions at staff and governors' meetings.

Audit of policies and units of study including the school's approach to collective reflection.

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our pupils develop the skills they need to achieve success and fulfilment in life.

