
OVERSTONE PARK SCHOOL

Spiritual, Moral, Social & Cultural Development Policy



Spiritual, Moral, Social & Cultural Development (SMSC)

Date	Review Date	Coordinator
September 2023	September 2024	Mrs M Brown Miss K Varty Mrs D York

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Promoting and evaluating pupils' SMSC (Ofsted)

We have an obligation 'under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'.

Principles

We consider the children's spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can 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.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, the school behaviour code, extra-curricular activities and circle time activities.

We acknowledge the DfE guidance 'Promoting fundamental British values as part of SMSC in schools' (November 2014) that requires us to actively promote fundamental British values.

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

All school personnel are reminded to maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.

We work hard to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil law 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 pupils 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 pupils to acquire an appreciation of respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

(Promoting British values as part of SMSC (DES))

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring we promote the spiritual, moral, cultural, mental and physical development of pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, and parents
- annually report on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Principal
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report on the success and development of this policy

Spiritual Development

We see spiritual development as the way children acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help children make sense of these questions through the curriculum, collective worship, the school ethos and climate.

We see spiritual development as an important element of a child's education and fundamental to other areas of learning.

Spiritual Development

The school defines this as:

1. Beliefs - the development of personal beliefs including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
2. A sense of awe, wonder and mystery - inspired by the natural world, mystery or human achievement.
3. Experiencing feelings of transcendence – feelings which may give rise to belief in the existence of a divine being or the belief that one's inner resources provide the ability to rise above everyday experiences.
4. Search for meaning and purpose – asking 'why me?' at times of hardship and suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
5. Self-knowledge – an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others.
6. Relationships - recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

7. Creativity – expressing innermost thoughts and feelings through, for example, art, music, literature, crafts, drama; exercising the imagination, inspiration, intuition and insight.

8. Feelings and emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to use such feelings as a source of growth.

The school considers that the following values are central to our philosophy.

- Compassion
- Concern
- Consideration
- Conviction
- Co-operation
- Corporate responsibility
- Empathy
- Forgiveness
- Honesty
- Humility
- Integrity
- Mercy
- Perseverance
- Respect
- Self-discipline
- Self-knowledge
- Self-reliance
- Self-sacrifice
- Tolerance
- Trust

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 satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life.

The positive promotion of the pupil's spiritual development is the entitlement of all pupils and the responsibility of all staff.

The school's Religious Education department has much to contribute to the pupil's spiritual development.

The school's approach to promoting spiritual development is informed by the school values; through its ethos and culture; the school curriculum and through behaviour and relationships.

Moral Development

The school defines this as the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values; that there are issues where there is disagreement and that society's values change.

Moral development helps pupils gain an understanding of the range of views and the reasons for the range. Pupils learn to articulate an opinion about the different views.

We believe that 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;
- pupils reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- pupils developing their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline.

Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

The school defines this as young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together.

It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in the community. It also involves the development of the inter-personal skills necessary for successful relationships.

The school itself is a social community that offers a model for living and working together. Pupils learn and experiment with the challenges and opportunities of belonging to a larger group.

In school they can experience the tensions between their own aspirations and those of the wider community of the school and beyond. The quality of relationships in school is significant in forming pupils' attitudes to acceptable behaviour and self-discipline.

Pupils are given the opportunity to exercise responsibility and to face the consequences of their actions.

We aim to provide learning 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 social justice and a concern for the disadvantaged.

Cultural Development

We believe pupils' cultural development involves pupils acquiring:

- an understanding of cultural traditions;
 - and an ability to respond to a variety of aesthetic experiences.
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- The school defines this as pupils' understanding of their own cultures and other cultures in the wider community, both within Wellingborough and in the country as a whole. In addition it is about understanding cultures represented in Europe and elsewhere in the world.
 - Pupils need to develop an understanding of and to feel comfortable in a variety of cultures and to be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.
 - Pupils need to understand that cultures are always changing and learn to cope with change. Promoting pupils' cultural development is intimately linked with the school's attempts to value cultural diversity and to prevent racism.
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- The school recognises that pupils need to understand their own culture. This gives them a sense of identity and a language with which to communicate, receive and modify the shared values of the culture.
 - Their culture embraces customs, history, geography, icons and images, artefacts, music, painting, sculpture, dance and technology as well as the spoken word and written literature. There are opportunities to participate in the above both within the school curriculum and as extra-curricular activities and events.

We want our pupils to acquire:

- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences.

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence 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.

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and 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 attributes that enables them to develop socially, morally, spiritually and culturally.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of the School Council

The School Council will be involved in:

- determining this policy;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school.

Raising Awareness of this Policy

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
 - Facebook
 - Twitter
 - Virtual pin boards
 - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

- All aspects of this policy
 - Promotion of British Values
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
 - receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Self-evaluation

should reveal evidence of pupil’s SMSC development in:-

- The values projected by the staff and pupils.
- The relationships between pupils and staff and between pupils.
- The way staff address pupils and vice versa,
- The way pupils address and care for each other.
- The way disputes and dissent are addressed.
- The quality of the physical environment and the wall displays.
- The range of opportunities provided by the school outside the formal curriculum.
- The relationships developed by the school with the wider community.
- The tone and content of material published by the school.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	Mrs M F Brown	Date:	September 2023
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