

The Parkside School

Social Moral Spiritual and Cultural Education incorporating British Values Policy



Approved by:

Chair of Committee

Date: 1 July 2020

Signed:

Catherine Waddams

Next review due:

Summer 2022

by:



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National context

The 1988 Education Reform Act was the first to lay down statutory requirements for schools to provide a curriculum to 'promote the spiritual, moral, social and cultural development of pupils at the school and of society'.

The curriculum should be "a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life"

Local Authority context

A Statement of Policy for the Curriculum, 5-16, Norfolk County Council, 1989, states; 'education is about the development of the whole person. By this we mean that opportunities for students to develop values and attitudes are as important as the development of skills and factual knowledge.'

Mission Statement

At Parkside Complex Needs School spiritual, moral, social and cultural development is regarded as a core entitlement for all students. It is intrinsically linked with the development of positive values and attitudes, will be promoted in all formal and informal settings and permeates every aspect of the school through the ethos of the school, the entire curriculum and collective worship. Through the school's SMSC curriculum British values are promoted. SMSC development is recognised and celebrated alongside academic achievement.

Guiding Principles

Spiritual Development:

The term 'spiritual' need not be synonymous with 'religious'.

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life that is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. Pupils will develop the ability to reflect and compare their own experiences and beliefs with those of other. They will have a sense of fascination about the



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world around them. Opportunities for spiritual development will enhance and extend the use of imagination and creativity in the pupils' learning.

Moral Development:

Moral development is concerned with students' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge and understanding, and values and attitudes in relation to what is right or wrong. Pupils will explore moral and ethical issues to deepen their understanding of a wide range of viewpoints.

Social Development:

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. This includes working and socialising with people from different religious, ethnic and socio-economic backgrounds. It also relates to the growth of knowledge and understanding of, and respect for, fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different beliefs, sexuality, or gender identity. Social development will include the ability to use modern communication technology, such as mobile IT, the internet and social media platforms, safely and with awareness.

Pupils will show a willingness to participate in a variety of community and social activities, including volunteering. They will increase their ability to cooperate with others and demonstrate skills in resolving conflicts effectively. Pupils with secure social development should be able to contribute positively to life in modern Britain.

Cultural Development

Cultural development refers to the development of knowledge and understanding, and appreciation of differing cultural beliefs, customs and traditions. It is about developing a sense of personal identity based on an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. At the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others, appreciating the range of different cultures within their own school, in modern Britain and globally. Pupils should have an understanding of Britain's democratic parliamentary system and its role in shaping our history, values and future developments. Pupils will develop a willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities.



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British Values

The DfE have identified a need “to create and enforce a clear and rigorous expectation on all schools 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.”

Much of our work on values is achieved as part of our Social, Moral and Spiritual and Cultural curriculum (SMSC) as well as our approach to teaching about “good choices”. The following elements are key to underpinning British Values through SMSC:

- **Democracy:** We listen to pupils' and parents'/carers' voice. We want the young people to contribute, co-operate and consider the views and needs of others.
- **The Rule of Law:** We consistently reinforce our high expectations of young people. Whenever appropriate learners are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has responsibility and that there may be consequences when rules are disregarded.
- **Individual Liberty:** Within school, everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we try and help our young people learn about what makes a good choice. Young people are encouraged to express their views and we respond to their preferences and interests throughout our teaching.
- **Mutual Respect:** All staff demonstrate respect to everyone they come into contact with. They consistently promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.
- **Tolerance of those of Different Faiths and Beliefs, or None:** A key theme in our teaching is understanding the world around us, and this includes providing experiences relating to different faiths, beliefs and cultures.

Pupils are given opportunities to visit different places of worship. Educational journeys include opportunities to experience and learn about different cultures. Parents and members of the wider community are invited into our school to talk about their religion, culture, customs and beliefs. Different cultures are explored and celebrated across the Curriculum.



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Any of our pupils may come into contact with extremist views, literature or propaganda at any time, including when on school trips. Staff leading or accompanying trips must be vigilant to this possibility. It is our duty to support pupils who may be distressed or frightened by what they read or see. We must always help pupils to have a balanced view as well as give them coping strategies in dealing with what may be external pressures.

Implementation

In terms of statutory requirements, educational philosophy, principles and practice, the requirements of this policy are to be incorporated within programmes of study across the curriculum and also within other school policies where appropriate.

The implications of the above 'contexts', 'mission statement' and 'Guiding Principles' are to underpin all areas, activities and aspects of the school's work and life.

SMSC development is further enhanced through community collaborations, school productions, memorial services, trips and visits, links with other schools and through work experience in our school café.

Monitoring and Evaluation

The views of the pupils, parent/carers, staff and the community are solicited through questionnaires, parent meetings, feedback and discussion. These views are considered and reflected upon, to inform actions for improvements. The school's PSHE coordinator contributes to the planning, implementation and review of SMSC in the school. The linked governor supports the development of SMSC in the school.