



# Underley Garden

## SMSC Policy

Created:	2014
Reviewed:	September 2019, Sept 2020
To be reviewed:	September 2021

## Rationale

Underley Garden aims to provide an environment where pupils' Spiritual, Moral, Social and Cultural development can flourish. We provide opportunities that promote spiritual, moral, social and cultural aspects of learning for all pupils within the formal and wider curriculum, to prepare them fully for the opportunities, responsibilities and experiences of adult life.

We aim to support pupils to:

- develop confident, enquiring minds and learn how to express ideas appropriately.
- have an awareness of their own spiritual development,
- understand right from wrong and have an appreciation of British values,
- prepare pupils for the opportunities, responsibilities and experiences of life in British society
- to develop an understanding of the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop an understanding of the world, society and community and accept responsibility as a citizen
- develop a healthy, safer lifestyle

## Policy Statement

### **Definitions**

**Spiritual development** is the search for individual identity and the meaning and purpose in life. It necessitates reflection and entails a sense of wonder and mystery. It involves consideration of beliefs and attitudes, feelings and emotions.

Pupils will develop:

- A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- An ability to show courage in defence of their beliefs
- An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity)
- A respect for insight as well as knowledge and reason
- An expressive and/or creative impulse
- An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and an understanding of feelings and emotions and their likely impact)

**Moral development** is the ability to understand the difference between right and wrong. It involves making judgments and taking responsibility for actions, behaviour and moral decisions.

Pupils will develop:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- 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
- An understanding of extremist views and radicalisation and how this could affect themselves or others
- The capacity to deal with spiritual and moral dilemmas and try to reach independent judgements which reflect universal human principles
- An ability to make responsible and reasoned judgements on moral dilemmas
- A respect for others' needs, interests and feelings as well as their own
- An awareness of sexual exploitation and how to seek help
- A desire to explore their own and others' views
- An understanding of the need to review and reassess their values, codes and principles in light of experience

**Social development** concerns knowledge and understanding of relationships, both individual and collective, in the family, at school and beyond.

Pupils will develop an ability to:

- develop good relationships, show perception and sensitivity, tolerance and respect for others as individuals and in groups
- Adjust to a range of social contexts and develop appropriate behaviour
- Relate well to other people's social skills and personal qualities
- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society

**Cultural development** involves understanding one's own identity, whilst acquiring awareness of the artistic and social activities in both contemporary and past societies. It also involves acquiring an understanding of the cultural traditions and beliefs of others.

Pupils will develop an ability to:

- Recognise and understand their own cultural assumptions and values
- Understand of the influences which have shaped their own cultural heritage
- Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- Be open to new ideas and a willingness to modify cultural values in the light of experience
- Use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- Participate in, and respond to, artistic and cultural enterprises
- Have a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- Have a regard for the heights of human achievement in all cultures and societies
- Appreciate the diversity and interdependence of cultures

### **British Values**

Underley Garden will actively 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. Staff will challenge opinions or behaviours that are contrary to fundamental British values.

Through the provision of SMSC, staff and volunteers should:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils 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 and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics of the Equality and Diversity Act 2010
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as are reasonably practical to ensure that political issues are brought to the attention of the pupils, offering a balanced presentation of opposing views

### **Pupils will develop:**

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

While it is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

### **Delivery**

It is the responsibility of all staff to provide a role model based on courtesy and mutual respect. Staff are expected to listen to pupils' views and encourage them to listen to each other. Staff are also encouraged to be aware of the opportunities presented every day through both the curriculum and extra-curriculum activities, to develop pupils' skills, attitudes and understanding.

Teaching staff will ensure that the resources used:

- reflect the needs and ages of the pupils
- reflect the cultural diversity of our school community
- are reviewed and updated on a regular basis

SMSC development is also addressed and can be evidenced through:

- Assemblies
- Curriculum
- Theme days
- Whole school Celebrations
- After school clubs
- School trips and visits
- Form time and routines
- Work Experience
- Charity Projects
- Pupil Reward System
- Behaviour Management System
- House System
- Pupil participation in the School Council
- Community and business links
- The tone and content of material published by the school
- The quality of the physical environment
- Pupils involvement in the maintenance and improvement of the physical environment within the school grounds and wider environment

This policy will be reviewed annually.