



## **Policy for Spiritual, Moral, Social & Cultural Development (SMSC)**

### **1. Introduction**

St Giles School believes that spiritual, moral, social and cultural education is an necessary entitlement for all pupils. It is experienced in formal and informal settings and is reflected in every aspect of school life. Through the school's SMSC curriculum British values are promoted. The development of SMSC is embedded in the culture of the school, modelled by staff and pupils throughout the day and taught overtly in Personal Social Health Education (PSHE) and Religious Education (RE) lessons. St Giles works with other schools and the wider community to provide additional opportunities for SMSC which is of value for all.

### **2. Defining spiritual, moral, social and cultural development:**

#### **2.1 Spiritual development**

**The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values**
- Sense of enjoyment and fascination in learning about themselves, others and the world around them**
- Use of imagination and creativity in their learning**
- Willingness to reflect on their experiences.**

At St Giles all pupils experience a rich and creative curriculum which enables them to learn about themselves and others and the world around them. Most pupils are able to show imagination and creativity in how they learn. Where developmentally appropriate pupils are encouraged to be reflective about their beliefs and experiences and show an interest and respect towards others faiths, feelings and values. Pupils spiritual development is supported through the ethos of the school. The creative curriculum including RE and PSHE, shared experiences such as assemblies and festivals and special events all support pupils' spiritual development.

#### **2.2 Moral development**

**The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England**
- understanding of the consequences of their behaviour and actions**
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.**

All pupils at St Giles are supported to have an awareness and understanding of cause and effect which supports the development of an ability to recognise the consequences of actions and leads to understanding the differences between right and wrong. The school's ethos, rules and behaviour policy reflects the importance of considering individuals needs while encouraging pupils to take personal responsibility for actions and show respect for themselves and others. Most pupils are able to be reflective about their actions and recognise what is a right or wrong action or behaviour within the context of their personal experiences and emotional development. All pupils are given rewards and positive recognition for behaviours which reflect the school ethos of respect, care and understanding. Some pupils extend their understanding of moral and ethical issues through the creative curriculum, specific lessons and differentiated learning opportunities which are developmentally appropriate for them. All pupils have a representative and 'voice' on the School Council which encourages pupils to participate in sharing points of view, discussing issues and developing understanding of different viewpoints.

### **2.3 Social development**

**The social development of pupils is shown by their:**

- **use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds**
- **willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively**
- **acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.**

At St Giles all pupils are encouraged to develop positive relationships and to engage in a range of social activities which support and promote their well-being and ability to interact in a variety of social settings. By engaging in activities which promote self-awareness and awareness of others through turn taking, sharing and recognising individual needs St Giles pupils are supported in developing social skills. Most pupils are able to demonstrate an awareness of how to show respect and tolerance for others and some are able to relate this to wider British values such as the rule of law and democracy. For some pupils this further awareness and understanding of social skills and society's values are promoted through specific subjects such as History, RE, PSHE and PE.

St Giles has a diverse school community where everyone is supported to participate and be part of school society. The school's social events are varied and include class and school parties, dances, festivals, shows, sports events both local and national, fairs, concerts, plays, trips out, school journeys and school fairs. All pupils participate in activities which support the needs of others by fundraising for the school and for specific charities and special causes. The school regularly participates in a range of fundraising activities including supporting the local food bank at Harvest time, raising money for the school and local Rotary Club through an annual Swimathon, supporting Children in Need, Sports Relief, Comic Relief, Jeans for Genes Day and Wear it Pink Day. All pupils are encouraged to be ambassadors for the school through participating in outside events and by hosting visitors from other schools and the community.

## 2.4 Cultural development

The cultural development of pupils is shown by their:

- **understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others**
- **understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain**
- **knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain's willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities**
- **interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.**

All pupils at St Giles are given the opportunity to experience a variety of different cultures and cultural experiences both as part of class themes and topics as well as whole school events including celebrations and festivals. The creative curriculum identifies opportunities to promote and share the wide range of cultures and faiths which are relevant to the pupils and the school community and reflect the diversity of life in modern Britain. As part of this they participate in arts activities, music and musical performances, sport and competitions including borough wide and national sporting events

Through exposure to different cultural experiences most pupils gain an understanding and appreciation of different cultures and faiths and show tolerance towards different groups which is evidenced by the way they behave towards each other and the wider community. Most pupils also have opportunities to develop an understanding of fairness by participating in democratic processes, such as voting. Some also gain an understanding about the impact that democracy and parliamentary processes have on the way laws are created and through specific subject teaching including history, PSHE and citizenship they learn how they can participate in this process.

## **Promoting British Values at St Giles School**

### ***Be the Best You Can Be***

At St Giles the opportunity to share, experience and promote British Values is primarily developed through the Spiritual, Moral, Social and Cultural Curriculum. This curriculum is taught through the school's ethos, its systems and structures and specific subjects including Religious Education, Personal Social and Health Education and Citizenship.

The opportunity to share, experience and promote British Values is not taught in isolation but is reflected in the rich and creative curriculum provided to pupils at St Giles as well as through the ethos and vision which is at the centre of the school experience.

#### **Democracy**

Pupils develop an understanding of the democratic process through the promotion of fairness, tolerance, acceptance and respect for different points of view which is built into the school's ethos. This is taught in a developmentally appropriate way by promoting turn taking and sharing at the early stages of development through to debates, presenting different points of view and voting.

All pupils are supported to develop their communication skills and this is supported by the introduction of communication passports. Pupils and the school community are encouraged to work together and share responsibility in managing school issues. The importance of empowering all pupils, staff, parents, governors and the wider school community to have a voice is promoted throughout the school. Surveys are used to consult the school community and the school examines any issues raised. All pupils are represented by the School Council which discusses and considers school issues and the impact that these decisions and events have on school life. Pupils' views are encouraged and listened to, and where possible, actioned.

#### **The Rule of Law**

The importance of being responsible and considerate is at the heart of developing pupils' understanding of the rule of law. Pupils are shown how their actions and behaviour impact on others to help them understand why we agree rules. This helps pupils see that rules make working together at school more enjoyable and promotes tolerance and care for others. They are supported to understand difference and differing needs which promotes personal responsibility and positive behaviour. Pupils also learn about people who help us and how we can work with them to keep everyone safe.

#### **Individual Liberty**

Many of our pupils are reliant on others to support them to maintain their health and well-being. Our school policies and ethos reflects the importance of safeguarding pupils, listening to pupils and creating the opportunity to make choices and have their rights promoted. In addition to promoting the voice and personal freedoms of pupils, the school also creates a safe and secure environment. This enables pupils to be as independent as possible and make choices that demonstrate an appropriate awareness of their own needs and safety requirements. The school works with pupils to support them in developing their communication and in addition works with parents/carers and the wider community to increase understanding and awareness of pupils' voices.

The e-safety policy and Personal, Social and Health Curriculum are implemented to guide pupils in making choices which maintain their safety. The school develops pupils' understanding of how

to make safe choices and promotes improved physical access so that all pupils can participate safely. This includes developing wheelchair skills, promoting independent home-school travel and identifying ways to improve physical access both in school and in the wider community.

### **Mutual Respect**

Our school community is built on the importance of respect for ourselves and others which is reflected in how all aspects of the school community work together. Our school environment, curriculum and school systems and structures are designed to promote respect for all and we are continually considering ways to further develop this.

The organisation of the school day, structure of assemblies, provision of resources, accessibility of the environment as well as the promotion of independence and communication all are designed to further enhance mutual respect. Our school actively promotes mutual respect with particular emphasis on understanding difference and the needs of people with disability which is supported through our engagement with other schools and the wider community.

### **Tolerance for Difference**

Our school community is extremely diverse and our school life supports and enhances opportunities to experience and share diversity and challenge prejudices. Through the curriculum, school ethos and school structures the school promotes tolerance and encourages discussion and debate. This supports pupils and the school community in understanding the importance of tolerance and to recognise prejudice. Through training and research we are continually looking for ways to enable our pupils to actively experience and increase their awareness and respect for diversity. The school has clear policies and systems for managing intolerance and encourages everyone in the school community to be responsible for dispelling prejudice.

**St Giles is committed to promoting British Values. They are reflected in the values of the school as a positive, encouraging, caring and safe environment which shows respect and promotes personal responsibility for all.**

This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed: Chair of Governors

Signed: Headteacher

Date for next Review: