



*At Matching Green CE Primary School, we are all learning with our head, heart and hands so that we can experience life in all its fullness'*

# Spiritual, Moral, Social and Cultural Development and British Values Policy

(A RECOMMENDED DOCUMENT)

Publish on Website?	NO / <b>YES</b>
Approved by Curriculum committee on:	July 2021
Staff Consulted:	SLT
Ratified by Governing Body:	July 2021
This policy is linked to and should therefore be read in conjunction with:	Safeguarding Policies Equality Statement and Objectives RE/Collective Worship Policy Behaviour/SEND Policy
Review in:	July 2023

*When seeking to achieve our vision we put our Christian Values of **Kindness, endurance, thankfulness, forgiveness and friendship** at the heart of every decision.*

## **Social, Moral, Spiritual and Cultural (SMSC) Development**

### **and the promotion of British Values**

At Matching Green CE Primary School, we aspire to educate the whole child by challenging their personal academic abilities and nurturing their individual pastoral needs. The bible reminds us that Christians are to live their 'life in all its fullness.' At Matching Green we do this by having a curriculum that endeavours to teach children to learn with their heads, hearts and hands every day. Both of these elements is reflected in our school vision 'Learning with our head, heart and hands so that we can experience life in all its fullness.' We encourage children to broaden their educational and pastoral horizons whilst appreciating the rich and diverse life the 21<sup>st</sup> century offers us.

Our five school values are endurance, friendship, kindness, forgiveness and thankfulness, which are rooted in our daily school life. We recognise that the children of Matching Green belong to a wider community and endeavour to teach them how our school values can be shown beyond the school grounds.

The recognition that all people are to be valued regardless of beliefs, background, relationship choices, socio-economic status or ethnic origin is reflected in the schools Equality Statement and rooted in the school's vision.

### **What does it mean?**

**Spiritual** –explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

*Ofsted expectations for 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.*

**Moral** – recognise right and wrong; respect the law; understand consequence; investigate moral and ethical issues; offer reasoned views.

*Ofsted expectations for 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.*

**Social** – use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the British Values’ of democracy, the rule of law, liberty respect and tolerance.

*Ofsted expectations for 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.*

**Cultural** – appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

*Ofsted expectations for 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*
- *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 socio economic groups in local, national and global communities.*

### **Promoting fundamental British values as part of SMSC in schools**

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

## **Teaching of SMSC and British Values at Matching Green**

Our teaching of SMSC (Spiritual, Moral, Social and Cultural) actively promotes all the identified British Values: Democracy, Rule of Law, Individual Liberty, Mutual respect and Tolerance of those with different faiths and beliefs across the whole curriculum and through everyday life. These values are reinforced regularly and in the following ways:

**Democracy:** Pupils are taught how they can influence decision making through the democratic process. They also learn about how the voting system works, the role of Parliament and the role of local councillors. Children are also involved in the understanding of voting for Parent Governors and through other relevant, political events that are happening in the wider world.

Children have the opportunity to have their voices heard through our School Council: the class reps put forward their applications and they are then voted for by their classmates. The School Council work with the staff and the Governing Body to improve the school, all children are encouraged to discuss matters of concern with their class rep or to use the pupil voice box located in the corridor. Pupil questionnaires and interviews also give the staff and Governing Body the opportunity to hear the pupil voice and to take actions accordingly. The Head Teacher and class teachers often use class votes to decide upon class or whole school activities.

**The Rule of Law:** The importance of Laws whether they be the class and school rules which have been discussed and agreed with the children that are consistently reinforced throughout the day. The children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The children have an understanding about the policies and procedures that are in place to tackle poor behaviour and attitudes which are not as expected. Laws about our community and our country are also discussed, visits from authorities such as our Community Police Officer, the Fire Service and Road Safety/Bikeability services help to reinforce this message. The Year 6 children also attend 'Crucial Crew' where they learn about the importance of following various rules to ensure their own personal safety and that of others.

From the beginning of their time at Matching Green children are taught about the difference between right and wrong as well as the importance of honesty and forgiveness through our class and school values.

**Individual Liberty:** Within school, pupils are actively encouraged to be independent learners and to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education, these choices can be made ranging from the level of challenge in a lesson, to the participation of extra-curricular activities, to what they would like for lunch.

**Mutual Respect:** As a church community mutual respect is at the heart of our school values and is a huge part of our school ethos. Our behaviour policy has evolved around values such as 'Respect', and pupils have been part of discussions, Collective Worship and assemblies

related to what this means and how it is shown, they are given the opportunity to reflect on ways in which we can show respect to one another.

**Tolerance of those of Different Faiths and Beliefs:** Within our faith community, pupils are reminded of their place in a culturally diverse society. This is achieved through our RE and

and PSHE curriculum and through Collective Worship. Here at Matching Green we endeavour to enhance pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning both within classes at school and outside of school.

Active support of charities, both in Britain and overseas, develops the children's appreciation of and respect for the difference and inequalities in the world and of all the things that we share as human beings, for example the need for food, shelter, security and love.

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their opinions and ideas are valued in all aspects of school life. Pupil Voice can take on many different forms; it can be within a small group of children, within a class setting or within a whole school setting.

Examples include:

- Teachers brainstorming ideas with the children about the new topic and children putting forward for ideas with their learning
- Each class has representatives from the school council in their class, who meet on a regular basis.
- The SLT regularly carry out pupil perception surveys on the teaching and learning at the school and



**SMSC through the Curriculum**

**Our School Values are Kindness, Endurance, Thankfulness, Forgiveness and Friendship**

<b>Spiritual Development</b>	<b>Moral Development</b>	<b>Social Development</b>	<b>Cultural Development</b>
<p><b>How?</b> <b>(a selection of examples)</b> RE Curriculum, assemblies (inc singing assemblies), collective acts of worship, school ethos and values, outdoor learning, residential trips, Harvest festival, nurture or intervention groups, visits from leaders of other faiths, visits to places of worship, opportunities to reflect on own experiences, enrichment through drama activities, texts studied in English, school productions, areas on the playground, fundraisers, themed days/weeks, reflection time in Collective Worship, thought provoking displays with big questions, class assemblies, buddy system.</p>	<p><b>How?</b> <b>(a selection of examples)</b> RE and PSHE Curriculum, English (persuasive writing and traditional tales with a moral), topic work, Circle Time, age appropriate responsibilities within school, Behaviour Policy, assemblies, school ethos and values, class monitors, School Council, participation in community events like the Car Show and May Day, charitable events (Children in Need, McMillan Coffee Morning, Sports Relief, St Clare's Hospice), after school clubs, rewarding expressions of moral insights by seeing the Head Teacher or celebrating work, personal behaviour plans and targets, nurture groups with a strong emphasis on social and moral development, visits from organisations e.g. police and fire service, Dog's Trust etc  Values promoted across the school, e-safety week, anti bullying week, class assemblies.</p>	<p><b>How?</b> <b>(a selection of examples)</b> enrichment, School Council, after school clubs, lunch time clubs, school trips, school visitors, PSHE, Circle Time, English (retelling stories from different perspectives) and Maths(working together on an investigation), Music, PE, Pupil Voice Provision, nurture or intervention groups, charity support (Children in Need, McMillan Coffee Morning, Sports Relief, St Clare's Hospice), CPD, extending community links, peer support, residential trips, school productions, Play leaders, Sports Day, local community events, curriculum topics, performances, sport competitions, workshops within EFSLIP, class assemblies, Parents to Lunch.</p>	<p><b>How?</b> <b>(a selection of examples)</b> Citizenship that promotes community cohesion and race equality, access to the arts, MFL, RE and PSHE, Art and Music events, music lessons, English (studying stories from other cultures), topic, school trips and visits, visits to the library bus, book day/week, visits to authors/illustrators, visits to theatres or theatre schools coming to us, trips to museums or places of worship, school performances, visits from people of different cultures, events with other schools in the EFSLIP, celebration of different religious festivals, around the world at lunchtimes, class assemblies, displays around the school.</p>
<p><b>What this means...</b> This will aid the development of insights, principles,</p>	<p><b>What this means...</b> This is about the building, by pupils, of a framework of moral</p>	<p><b>What this means...</b> This reflects how the school promotes opportunities for our</p>	<p><b>What this means...</b> This is how the school develops pupil's understanding and</p>

<p>beliefs, attitudes and values which guide and motivate us.</p> <p>Developing understanding of feelings and emotions which support reflection and learning.</p> <p>Developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.</p>	<p>values which regulates their personal behaviour. It is also about pupil's understanding of society's shared and agreed values.</p> <p>Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views of others.</p>	<p>pupils to work effectively which each other and participate successfully in the community. It involves the interpersonal skills for successful relationships and the development of skills and personal qualities necessary for living and working together.</p>	<p>respect of cultures, including their own, and reject discrimination based on difference. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature etc in different cultures.</p>
<p><b>How this impacts on pupils...</b></p> <p>Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements.</p> <p>Pupils develop attitudes, values and principles.</p> <p>There is an increased ability for them to empathise with others and see beyond the self.</p> <p>Pupils have a first-hand experience of places of religious worship.</p> <p>A respect for themselves and others.</p> <p>An awareness and understanding of their own and other's beliefs.</p>	<p><b>How this impacts on pupils...</b></p> <p>Pupils have more confidence in themselves and in their community.</p> <p>Pupils are able to give reasons for things being right and wrong.</p> <p>There is no fighting in school and a positive atmosphere pervades.</p> <p>Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</p> <p>Pupils have clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p> <p>Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.</p>	<p><b>How this impacts on pupils...</b></p> <p>Pupils are able to socialise with a wide range of people and pupils.</p> <p>We receive positive comments from the community when we go on trips and when we receive visitors.</p> <p>Pupils build relationships and friendships across the school.</p> <p>Close knit school community.</p> <p>Widening of pupil horizons.</p> <p>Pupils feel they have a say in their school and that they are listened to.</p> <p>Pupils exercise responsibility.</p>	<p><b>How this impacts on pupils...</b></p> <p>Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</p> <p>Pupils have an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.</p> <p>They experience opportunities for awe and wonder.</p>