

**Aim of The Langley Academy Trust:** To provide an outstanding education for every child in the Trust

## **Policy for Spiritual, Moral, Social and Cultural Values**

This policy has been based on:

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils (November 2013 and 2014).
- Promoting fundamental British values as part of SMSC in schools (November 2014)

At The Langley Academy Primary we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to 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 the cultures.

SMSC is a dimension which adds to the effectiveness of the whole school experience, it assists in making the curriculum personal, relevant, stimulating, creative and fun. It enriches each subject and the ethos of The Langley Academy Primary to provide a holistic, child-led curriculum and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

### **Guiding Principles:**

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom codes of conduct should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values (trust, kindness, respect, responsibility, perseverance) and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Spiritual Development**

*As a school 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 and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

### **Moral Development**

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

### **Social Development**

*As a school we aim to promote opportunities that will enable pupils to:*

- Develop an understanding of their individual and group identity.
- Learn about supporting and developing the school and our wider community.

### **Cultural Development**

*As a school we aim to actively promote opportunities that will enable pupils to:*

- Recognise the value and richness of cultural diversity in Britain, and how these influenced 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.
- Develop an understanding of British Values (Please refer to our British Values Statement).

**As a school we recognise the importance of these values because:**

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person, to enable them to become the best they can be

### **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at The Langley Academy Primary will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/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 attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical thinking, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### **British Values:**

SMSC will help encourage children to develop their understanding of the fundamental British values of democracy, rule of law in England, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

### **Precluding the teaching of partisan political views**

The Langley Academy Primary encourages pupils to participate in debate and discussion, particularly during lesson time or enrichment activities/visits. Staff facilitate these conversations and respond professionally, in an unbiased manner to sensitive issues, particularly those of a political nature. Throughout such discussions and activities, in line with the Government's Prevent strategy and the Education Act 1996 (section 406), staff:

- encourage pupils to respect specified fundamental British values
- do not promote extremist views, or partisan political views, through their curriculum and/or teaching
- offer pupils a balanced presentation of views when political issues are brought to their attention.

Staff are aware of the need to remain neutral when presenting facts and do not promote any particular viewpoints. Pupils will not be actively encouraged by teachers or others to support particular political viewpoints. (Any breaches of this will be treated in accordance with staff code of conduct, and performance management policies.)

### **Visiting Speakers**

Visiting speakers are welcome to enrich a curriculum area. Particular care will be taken to vet the speaker and check that the views they hold are consistent with school aims and values whilst reviewing the benefits to SMSC and promotion of British Values. The content and style of delivery must also be agreed beforehand.

Rigorous procedures are to be followed when approving extra-curricular activities and when distributing material through the school, to ensure values are upheld. Any material that is to be given to the children must be approved by the Headteacher or Senior Leadership Team (SLT).

### **Enrichment**

Personal development is also enriched through a wide range of additional curriculum opportunities that will be provided on a Friday afternoon, using staff and facilities at The Langley Academy Primary. We will also seek to offer extra-curricular activities (including breakfast and after-school clubs) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons, to ensure learning is meaningful and values are maintained, activities are planned in advance and checked by a member of the Senior Leadership Team.

External providers may be used to offer enrichment sessions (held during, before or after the school day). Prior to this a due diligence process (as detailed in the Child Protection Policy) is followed. The club leader will meet with the Headteacher to establish the purpose of the club and range of activities. The Headteacher will also vet club staff and resources. All staff participating in clubs are to adhere to our staff code of conduct and to uphold our values and adhere to statutory requirements. A member of SLT will be responsible for monitoring clubs, including those provided by external providers.

### **Links with the wider community**

- Development of relationships with other staff and pupils across The Langley Academy Trust
- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Pupil voice will be prompted (eg through a school council) and shared with stakeholders.

### **Monitoring and Review**

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- All staff will follow the principles stated in this policy
- The Assistant/Deputy Headteacher is to ensure this happens within his/her Key Stage
- The Headteacher will carry out monitoring on SMSC as part of the whole school monitoring process
- The Headteacher will ensure policies reflect the latest guidance.
- Regular review of implementation at staff meetings, including the sharing of classroom work and practice.
- Governors will audit the policy and Schemes of Work and monitor its implementation during impact visits.

This policy will be reviewed in March 2020.