



GLENESK
Pre-Prep School & Nursery

**SPIRITUAL, MORAL, SOCIAL
& CULTURAL POLICY INCLUDING
BRITISH VALUES
(Whole School & EYFS)**

September 2017

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY INCLUDING BRITISH VALUES

Rationale

This school promotes a broadly Christian ethos with respect for and appreciation of the diverse religions present within the wider community. The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, 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 other cultures.

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 rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' works and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contacts as possible.

General Aims

- 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 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:

- Recognise the unique value of each individual
- Recognise the challenge of Jesus' teaching
- Listen and respond appropriately to the values 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 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
- Begin to understand the imperative for social justice and a concern for the disadvantaged
- Work successfully as a member of a group
- Participate in activities relevant to the community
- Share views and opinions with others and work towards consensus
- Exercise responsibility

Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Recognise Christianity as a world faith
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

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

Work takes place in PSHE lessons and assemblies, giving pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, eg 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 – eg empathy, respect, open mindedness, sensitivity, critical awareness

Links with the Wider Community

Visitors are welcomed into school

- Links with the church are fostered through links with the local churches
- Visits to places of worship are planned into the curriculum
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it

Fundamental British Values

Within the SMSC provision, Glenesk promotes the fundamental British values of democracy. The rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We aim for all pupils to 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 well-being 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; and
- An understanding of the importance of identifying and combatting discrimination

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Teachers identify aspects within their subjects to be included in teacher planning.
- Take up extra-curricular activities and Clubs
- Pupils attitudes to learning
- The Headmistress shall have oversight of this polcy and monitor the provision of SMSC

Inclusion

Our school tries to be an inclusive school. We aim to make the pupils feel included in al our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children

Equality Statement

At Glenesk School, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against.