

## Spiritual Moral Social Cultural Policy

### Vision Statement:

At Redlands Primary School we are committed to promoting children's SMSC development and their respect for the Fundamental British Values of: Democracy, Individual Liberty, Mutual Respect and Tolerance and Rule of Law. SMSC is embedded in all curriculum areas and underpins our whole school ethos creating an environment where children thrive. SMSC at Redlands provides children with the knowledge and understanding, values, attitudes and skills which they need to become global citizens who can make a positive contribution and face the challenges and responsibilities of the future in our plural society.

### Aims:

- To ensure progression and a consistent approach to the delivery of SMSC and British Values.
- To enable pupils to develop their identity and sense of self-worth and belonging.
- To develop pupils ability to apply the principles of social justice and the fundamental British Values when developing their own values and attitudes and their understanding of right and wrong.
- To develop children's knowledge, understanding and respect for diversity and the world around us.
- To develop pupils' ability to reflect, question and think critically.
- To enable pupils to make a positive contribution both locally and globally.
- To develop pupils appreciation of sport, theatre, music, art and literature.
- To enable the School to fulfil its Prevent Duty.

### Teaching and Organisation:

- SMSC takes place in all curriculum areas, particularly in P4C, PSHE and the humanities.
- Redlands is a Rights Respecting School and this ethos enhances children's SMSC development.
- Teachers plan and ensure progression by using the 'Redlands Progression in SMSC and British Values' document.
- Lesson plans identify opportunities for promoting SMSC and British Values.
- All curriculum areas seek illustrations and examples from as wide a range of cultural contexts as possible.
- Children explore topical, sensitive and controversial issues (TSCI).
- The community and parents are seen as a valuable resource. Children have opportunities to engage with the local community and with children from different social, economic and cultural backgrounds.
- Parents will receive a report on their child's SMSC development. This will be included within the annual report which parents receive on their child's progress.

### **Monitoring and Evaluation:**

Provision for SMSC and British Values is monitored by:

- Redlands SMSC progression document reviewed termly by staff
- Lesson observations, planning and book scrutiny.
- Audits to identify individual and whole school development needs.
- Training for staff, including induction for new members of staff.
- Pupil and Parent questionnaires.

### **RRR Related articles:**

- Article 14 - Every child has the right to think and believe what they want and also to practice their religion.
- Article 17 - Every child has the right to reliable information from the mass media.
- Article 29 - Education should develop each child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as their parents, their own and other cultures, and the environment.
- Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of people in the country where they live.
- Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Responsible Person: Sarah Tenters

Date Agreed: 13<sup>th</sup> July 2016

Date for next review: July 2018

## Glossary

### **SMSC**

Spiritual, moral, social and cultural development

#### **Spiritual development**

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

#### **Moral development**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

#### **Social development**

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.

#### **Cultural development**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

#### **Global citizen**

A Global citizen is aware of the wider world and has a sense of their own role as a world citizen. Respects and values diversity. Has an understanding of how the world works. Is outraged by social injustice, Participates in the community at a range of levels, from the local to the global. Is willing to act to make the world a more equitable and sustainable place. Takes responsibility for their actions. (Oxfam, 2008)

#### **Plural society**

A society composed of different ethnic and cultural groups.

### **P4C**

Philosophy for children is an approach to learning which develops children's thinking skills, speaking and listening skills and self-esteem.

### **RRR**

Rights, respect, responsibilities education. The United Nations Convention of the Rights of the Child is embedded into the curriculum and school ethos.

### **Social Justice**

Promoting a just society by challenging injustice and valuing diversity. It exists when all people share a common humanity and therefore have a right to equitable treatment, support for their human rights, and a fair allocation of resources. In conditions of social justice, people are not be discriminated against, nor their welfare and well-being constrained or prejudiced on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, social class, socioeconomic circumstances, or other characteristic of background or group membership.

### **Prevent Duty**

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.