



## Sandhills Community Primary School

### Spiritual, Moral, Social and Cultural Policy- September 2015

At Sandhills School 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 aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.**

Ofsted have said:

*'...there is a positive and inclusive ethos. Pupils enjoy school and feel safe there. They are eager to learn and behaviour is good because pupils are clear about the rules and respect them.'* (2009)

*Pupils have good attitudes to learning, feel safe, and agree that behaviour is good. They work conscientiously with their talk partners, take the initiative when necessary and provide each other with encouragement.* (2012)

#### AIMS OF OUR SCHOOL:

- To provide a warm welcoming secure environment for all children.
- To encourage, value and extend every child's contribution to school.
- To recognise and celebrate success in everyone.
- To provide a stimulating, challenging curriculum that interests all children.
- To build strong collaborative partnerships with families and the local community.
- To encourage and enable the continuous professional development of all staff.

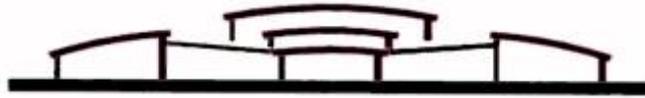
#### The Key British Values

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect
  - Tolerance of those of different faiths and beliefs
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- Sandhills School understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.
  - The Headteacher will ensure that all staff are aware of the requirement to uphold British values and will ensure that the appropriate procedures are in place to do this.
  - Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
  - Pupils are expected to treat each other and staff with respect, in line with the school's ethos and Behaviour Policy.

#### Guidelines



- 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.
- Children’s SMSC development is also fostered through a values education. Our school values, chosen by children, parents and staff are closely linked with fundamental British Values.

School values	British Values
<ul style="list-style-type: none"> <li>• Co-operation</li> <li>• Love</li> <li>• Friendship</li> </ul>	Democracy
<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Trust and honesty</li> </ul>	Rule of Law
<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Understanding</li> </ul>	Tolerance of different faiths and beliefs
<ul style="list-style-type: none"> <li>• Happiness</li> <li>• Appreciation</li> </ul>	Individual Liberty
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Thoughtfulness</li> </ul>	Mutual Respect

- 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 family will use behaviour for learning as a set of key rules, helping them to understand the importance of rules of law and codes of conduct:

**BEHAVIOUR FOR LEARNING:**

We value and respect ourselves and each other.  
*I will treat other people as I would like to be treated.*  
 We care about each other.  
*I will use kind words and actions.*  
 We listen to each other.  
*I will listen to others and take turns to talk.*  
 We value and respect our environment.  
*I will look after my school and everything in it.*  
 We work as a team.  
*I will co-operate with everyone.*  
 We all work together to achieve these goals.

- 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.
- 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.



### Spiritual Development

*As a school we aim to provide 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.
- See and understand their talents, strengths and potential.
- 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 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 identity and responsibilities within different groups.
- Recognise the rights of themselves and others.
- Develop an emotional literacy, that will enable to them to communicate effectively with others.
- Develop an ability to work with others for the common good.
- Display a sense of belonging and willingness to participate and the attitude to make an active contribution.

### 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 influenced individuals and society.
- Develop an understanding and appreciation of their social and cultural environment and respond to it respectfully.
- Develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

### **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.

*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, 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, etc (for comprehensive list see attached sheet).

*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.

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

- Visitors are welcomed into school.
- 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.

### **Transition between phases:**

Great care is taken at Sandhills School to ensure a seamless transition for all children when moving year or phase. This is achieved by:

- Transition visits by staff and children.
- Detailed hand over meetings between staff.
- Communication of key information through child-friendly booklets.
- Opportunities for parents to meet new teachers and look around classrooms.
- Further provision is also made for children with Education, Care and Support plans.

### **Monitoring and Evaluation**

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



- Monitoring of lesson plans and teaching and learning, by the Headteacher and members of the pastoral committee.
- Regular discussion at staff and governors' meetings
- Audit of curriculum and other provision.
- Sharing of classroom work and practice.
- Pupil voice and parent questionnaires.
- Regular inclusion on SEF/RAP.