



St John's Priory School

Banbury

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

(including Fundamental British Values)

Applies to whole school inc. EYFS

Applies to:

- The whole school including the Early Years Foundation Stage (EYFS) along with the out of school care including early morning provision, the after-school clubs and the holiday clubs.
- all staff (teaching and support staff), the Proprietors and volunteers working in the school.

Availability

This policy is made available on the website and on request from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- The Proprietors undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Michelle Jenkin Headmistress

Date: February 2024



Giorgio Mystkowski Proprietor

Date: February 2024

Related documents:

- Relationship and Sex Education (RSE) Policy
- Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
- Personal, Social, Health, Economic Education and Citizenship curriculum Guidance
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – E-Safety, Child Protection and Safer Recruitment Policies
- Special Educational Needs Policy
- Equal Opportunities Policy
- Staff code of conduct

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INTRODUCTION

Context

St John's Priory School provides a caring, respectful environment that encourages excellence and seeks to enable children to take responsibility for their own lives. We believe that the children's Spiritual, Moral, Social and Cultural understanding and development is central to their experiences at our school and that attitudes and beliefs formed in their early life will influence the role that they play as a citizen in society. We create confident and well-rounded pupils who demonstrate a growth mindset to all changes in life. We recognise that all children need to develop spiritually, morally, socially and culturally so that they can make sense of our ever-changing world. Our curriculum has been created to develop an informed and balanced view on world events, beliefs and the values of others.

School Ethos

The values and attitudes promoted by all staff influence the behaviour and attitudes within our school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Embedded across the whole of the school are our values of:

Respect | Honesty | Perseverance | Courage

Which actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Proprietors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSEE education and citizenship. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. The school programme for promoting pupils' spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

As part of our Behaviour Policy St John's Priory School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Principles

The foundations of spiritual, moral, social and cultural development are laid at home. The school programme for promoting children's spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers. All aspects of school life and the curriculum have the potential to contribute to these four kinds of development. The ethos of the school and the values, which are implicit in the life and work of the school, will have a powerful effect on the extent to which this potential is realised. It is important to recognise the role of our school in promoting these four kinds of development because education is concerned with more than just giving children a body of knowledge and a range of skills. A successful school will have a positive effect on

how children think about themselves and the world; about their notions of right and wrong; how they relate to others; and their appreciation of the richness of their own and other ways of life.

The aims of our SMSC Policy are to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- to enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;
- provide pupils with a broad general knowledge of public institutions and services in England;
- precludes the promotion of partisan political views in the teaching of any subject in the school;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature; and
- overcome barriers to their learning.

For pupils to benefit fully from their time at our school we must ensure that they have the best teaching and pastoral care, and they must ensure that they try to meet the expectations placed for them in work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities. We preclude the promotion of partisan political views in the teaching of any subject in the school whilst taking such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils:

- while they are in attendance at the school;
- while they are taking part an extra-curricular activity provided or organised by or on behalf of the school; or
- in the promotion of the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE education and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards

acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community and
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities are available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities.

WHAT IS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT?

We believe that SMSC contributes to the wellbeing and physical, academic and creative needs of children within our community. SMSC plays an important role in developing our pupils as confident, independent-minded young people with the curiosity to question, the confidence to lead and the skills to manage the choices that they will face in the future.

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material wellbeing.

Spiritual Development is about:	We promote spiritual development through:
<ul style="list-style-type: none"> • the nonphysical aspect of a person concerned with profound thoughts, relating particularly to Christianity and other religious faiths; • that which moves people; • feelings, experiences, emotions; • a sense of purpose; • a sense of awe, wonder and mystery; • insights into a personal existence which are of enduring worth; • valuing a non-material dimension to life; • the relationship between belief and behaviour; • a sense of heightened perception or awareness; • a sense of being part of a greater whole; • a search for meaning and purpose and • the attribution of meaning to experience. 	<ul style="list-style-type: none"> • providing and encouraging and positive ethos; • the values and attitudes the school identifies, upholds and fosters; • reinforcing a child's sense of self-worth; • focusing on positive 'success' rather than negative 'failure'; • giving children the opportunity to reflect and to experience times of quiet; • encouraging children to listen to and consider the ideas and experiences of others; • providing opportunities for pupils to learn about and respond to a variety of beliefs and values; • fostering a fascination and enjoyment in learning; • using imagination and creativity in learning; • reflecting on their own and other people's experiences; • acquiring self-knowledge; • thinking about their own beliefs, values and aspirations; and • forming personal responses to questions about the purpose and meaning of life.

Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions.

Moral Development is about:	We promote moral development through:
<ul style="list-style-type: none"> • knowing of the codes and conventions of conduct agreed by society; • having the will to behave morally; • being able to articulate attitudes and values; • recognising the moral dimension to situations; • developing socially acceptable values and principles; • recognising that values and attitudes change over time; • making judgements by applying moral principles, insights and reasoning; • taking responsibility for ones' own actions; • understanding the consequences of actions for self and others; • behaving in accordance with principles; and • recognising the greater needs which extend beyond self-interest. 	<ul style="list-style-type: none"> • making clear the behaviours that are expected; • highlighting examples of high standards of behaviour, integrity and honesty; • explaining, where necessary, why certain behaviour is acceptable or unacceptable; • extending children's knowledge and understanding of a range of values in society; • developing children's ability to make moral decisions and think through the consequences of their actions; and • providing opportunities for pupils to explore moral issues in a contemporary context .

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Social Development is about:	We promote social development through:
<ul style="list-style-type: none"> • acquiring qualities needed to play a full part in society; • understanding of the institutions, structures and processes of society; • understanding how individuals relate to each other; and being able to adjust to a range of social contexts by appropriate and sensitive behaviour; • making a personal contribution to the wellbeing of groups and being able to work in a team; • exercising responsibility and initiative; and • participating cooperatively and productively in the community; 	<ul style="list-style-type: none"> • encouraging children to relate positively to others; • adults modelling high standards in their relationships with each other; • providing a model of purposeful and harmonious community; • allowing children to experience the obligations and satisfaction of belonging to a group; • giving children the opportunity to make decisions within a group; • encouraging children to take responsibility; and • giving children an understanding of their role within the wider community.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

Cultural Development is about:	We promote cultural development through:
<ul style="list-style-type: none"> • understanding the beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society; • recognition of and respect for the rights of others to exercise a cultural influence; • knowledge of the nature and roots of cultural traditions; • the key features of major cultural groups within society; • personal response and accomplishment; • the capacity to relate what is learnt to an appreciation of wider cultural aspects of society; • developing and strengthening the cultural interests of pupils; • exposing pupils to a breadth of stimuli to allow them to develop new interests; • extending horizons to the highest artistic, musical and literary achievements; • understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices and • being able to evaluate the quality and worth of cultural achievements. 	<ul style="list-style-type: none"> • encouraging knowledge of children’s own cultural traditions and practices, alongside engaging with a variety of other cultures; and • adopting the view that diversity makes the world a richer place by understanding and responding to cultural diversity (e.g. quality, diversity & Inclusion assemblies).;

WHY IS SMSC IMPORTANT?

In addition to helping pupils achieve the highest levels of academic attainment, we have an obligation to equip pupils with such ‘soft’ skills for beyond school in order for them to be successful. SMSC assists in developing well-rounded, worldly and empathetic young people capable of conducting themselves in a range of social situations.

Putting ideas into practice

To ensure the personal development of all pupils, our school:

- creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.;
- provides excellent pastoral support through which the care and concern for pupils is promoted; and
- has developed a curriculum that provides opportunity for including social, moral, spiritual and cultural development within all areas of teaching, including:
 - through assemblies and circle time;
 - appreciating and valuing other faiths and beliefs of both groups and individuals.
 - learning to respect and tolerate others and their belief and needs;
 - celebrating the historical, social and religious aspects and holidays of our own culture and that of others;
 - celebrating each other’s achievements and interests; and
 - Developing the confidence to presenting views to peers.

Differentiation

The teaching and learning opportunities are differentiated according to the needs of each individual learner. The nature of our children's special educational needs dictates that we deliver this policy in so far as their developmental levels allow.

Pupil Voice

Children at St John's Priory are actively encouraged to give their input to all aspects of School life. Whether through informal classroom discussion, circle time or by via our School Council, we promote an ethos that welcomes contribution and values the opinions and views of all.

Links with the Wider Community:

Visitors from the local community are warmly welcomed into our school and we arrange visits and events throughout the year. Visits to places of worship, cultural venues such as theatres, museums and libraries are actively encouraged, and children are taught to appreciate and take responsibility for the environment. .

FUNDAMENTAL BRITISH VALUES

Since 2011, there has been a statutory obligation for schools to promote Fundamental British Values. These regulations sit alongside the requirements of the Equalities Act, which also applies to schools. We agree with the Department for Education’s five-part definition of British values of:

Democracy | The rule of law | Individual liberty | Mutual respect | Tolerance of those of different faiths & beliefs

Promotion of Fundamental British Values

We plan our personal, social, health education and citizenship through tutorials, assemblies and ‘circle time’ to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting FBV can be seen across the school including our School website, Prospectus and other documentation and we pay regard to the protected characteristics set out in the Equality Act 2010.

We ensure that principles are actively promoted which enable pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are enabled to acquire a broad general knowledge of and respect for public institutions and services in England. In our school we plan and provide effectively in order to develop pupils’ spiritual, moral, social and cultural awareness. We do not ‘promote’ teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background.

Democracy	<p>Pupils are encouraged to have respect for democracy and support for participation and decision making in the democratic processes. Pupil voice is a significant part of school life. Our School Council (whose members are voted for by the pupils) ensures that all pupils within the school have a voice that is listened to, and the council’s formation and operation demonstrates how democracy works. Listening is key to valuing pupil voice and throughout school, respect is shown for pupils’ thinking, opinions and thoughts, which are recognised as key to their learning and development as well as enabling personal and mutual respect.</p> <p>Form Captains are elected termly and pupils in Year 6 have the opportunity to become School Captains, House Captains and Prefects.</p>
The Rule of Law	<p>We aim to ensure our pupils recognise that laws or rules are set for a good reason and to appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety. We aim for our pupils to understand and be able to distinguish right from wrong and to respect the civil and criminal law of England. Each class creates a set of Class Rules, which helps them to understand the reasons behind rule-making and the consequences if these are broken.</p>
Individual Liberty	<p>We operate a positive culture where children feel safe and are encouraged to take risks when appropriate. In some lessons there is a choice of learning tasks, so pupils have more freedom to determine their own learning paths. Through PSHEE and ICT, we educate children on their rights, personal freedoms and online safety. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives. We offer a range of artistic, sporting and other cultural opportunities through the curricular and extra-curricular programme; pupils are encouraged to participate in these opportunities.</p>
Mutual Respect	<p>Mutual respect is at the core of our school life and is key to democracy, rule of law, individual liberty, tolerance and tackling radicalisation that is central to Fundamental British Values. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and is reinforced by units in the PSHEE curriculum and through assemblies and circle time.</p>
Tolerance of those of different faiths and beliefs	<p>Tolerance and harmony between different cultural traditions are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures. We offer a rich and diverse curriculum in which all major religions are studied and respected. Through our curriculum and the routines of our daily school life, we promote tolerance and community cohesion in the widest sense, by helping pupils to gain an understanding of different lifestyles and cultures, which make up our wider community; making our pupils aware of the breadth of cultures that make up modern British society and to encourage them to develop a positive attitude to those with different backgrounds and faiths and in different circumstances.</p>

Tackling Extremism and Radicalisation

Since 1st July 2015 schools now have a legal duty to prevent pupils from becoming radicalised. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Radicalisation is defined as the act or process of making, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person.

Although incidents involving radicalisation and extremism have not occurred at our school to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in general. Staff are aware to suspend any 'professional disbelief' that instances of radicalisation could not happen here and to be 'professionally inquisitive' where concerns arise. Early intervention is vital, and staff must be aware of immediately referring any concerns to the Designated Safeguarding Lead. This will then be discussed, and the most appropriate course of action agreed on a case-by-case basis and if necessary, involve external agencies.