

Spiritual, Moral, Social and Cultural Policy

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 also recognise that Part 2 of the Independent school standards refer to a number of specific regulations (paragraphs as replicated in Appendix 1).

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 teachers 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.

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.

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 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. Classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All teachers 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 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.
- Recognise and reflect on approaches to spiritual development.

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 judgments.
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- Understand Criminal and Civil Law.
 - Have an Awareness of Public Institutions.
 - Understand Human/Civil Rights.
 - Identify and discourage Racism.
 - Identify and discourage Sexism.

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 service in the school and wider community.
- Begin to understand the imperative for social justice and a concern for the disadvantaged.

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.
- Develop an understanding of their social and cultural environment.
- Develop a good understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Have an appreciation of fundamental British values (the school has a separate **Promoting Fundamental British Values Policy**).

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

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Links with the wider community

Visitors are welcomed into school and regular visits take place to the following venues:

- Trampoline Centre
- Eureka
- Museum of Science and Industry
- Art Galleries
- Manchester Football Museum
- Theatre
- Cinema
- Cycling
- Local Park's
- Local Library
- Local Mosque
- Church
- Synagogue
- Temple
- Gudwara
- Town Hall
- Parliament
- Local Farm

The development of a strong home-school link is regarded as very important, enabling therapeutic 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.

Monitoring and Evaluation

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

This is achieved by the Executive Headteacher who shall have oversight of this policy and monitor the provision of SMSC.

Policy review

This policy document will be reviewed by the Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2024

Next review (or before): September 2025

Signed: 

Position: Education Director

Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher.

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

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Staff member name:

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Date:

| Part 2. Spiritual, moral, social and cultural development of pupils | | Met | Not met | N/A |
|--|--|------------|----------------|------------|
| 5 | The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor– | Yes | | |
| 5(a) | actively 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; | Yes | | |
| 5(b) | ensures that principles are actively promoted which– | Yes | | |
| 5(b)(i) | enable pupils to develop their self-knowledge, self-esteem and self-confidence; | Yes | | |
| 5(b)(ii) | enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; | Yes | | |
| 5(b)(iii) | <u>encourage pupils to accept responsibility</u> for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working <u>in the locality in which the school is situated and to society more widely</u> ; | Yes | | |
| 5(b)(iv) | enable pupils to acquire a broad general knowledge of and respect for public institutions and services <u>in England</u> ; | Yes | | |
| 5(b)(v) | further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; | Yes | | |
| 5(b)(vi) | encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and | Yes | | |
| 5(b)(vii) | encourage respect for democracy and support for participation in the democratic process, <u>including respect for the basis on which the law is made and applied in England</u> ; | Yes | | |
| 5(c) | <u>precludes</u> the promotion of partisan political views in the teaching of any subject in the school; and | Yes | | |
| 5(d) | takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils– | Yes | | |
| 5(d)(i) | while they are in attendance at the school, | Yes | | |
| 5(d)(ii) | while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or | Yes | | |
| 5(d)(iii) | in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, | Yes | | |
| | they are offered a balanced presentation of opposing views. | | | |