



Goostrey Community Primary School

Spiritual, Moral, Social and Cultural Guidelines. (SMSC) British (Human) Values

Adopted Summer 2019

To be reviewed Summer 2020

Goostrey Primary School has four whole school rules:

**Always try your best
Be friendly and polite
Care for others and the environment
Work hard**

Spiritual Development

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc

There are opportunities for spiritual development in all subjects across the school and children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

At Goostrey Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

In order to develop these skills we will:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promote racial, religious and other forms of equality
- Give pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Develop an open and safe learning environment in which pupils can express their views and practice moral decision making
- Reward expressions of moral insights and good behaviour
- Recognise and respect the codes and morals of the different cultures represented in the school and wider community

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

At Goostrey Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles,

independence, interdependence, self-respect and an awareness of others' needs

- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. We are very proud of our relationship with Elizabethfontein School, in South Africa (now in its 16th year) as well as our developing relationship with Alma Park, in Levenshulme near Manchester.

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all

levels of our work together and contributes to the positive and supportive ethos of the whole school.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

At Goostrey Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, high standards of behaviour, marked by respect and responsibility.

The school will help the pupils to develop an inner discipline and will encourage pupils to make up their own minds and accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs.

SMSC Audit:

How to evidence SMSC in school?

- Annual exhibition
- Twin schools
- Pupil conversations
- Charity support
- School Council /Councillor involvement
- Assemblies
- Community involvement
- Themed days / weeks

- Visits and residentials
- Competitions
- Varied and rich curriculum
- What's in the news in classroom – world events discussed
- Newsletters
- Learning walks : does the school, entrance displays and classrooms reflect an SMSC environment?
- Website – does this reflect SMSC ethos?
- SMSC Governor?
- *The children (School Council and Safeguarding Council) are currently updating their own their own SEF (Self Evaluation Form), this gives examples of what they children feel support their development as citizens in school.*

British (Human) Values

OVERVIEW

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

OBJECTIVES

1. To ensure that all develop an understanding of the values which underpin life in Britain.
2. To teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today.
3. To ensure that all learn to uphold the rule of law and support freedom, justice and equality.
4. To help all understand and value the rich diversity that citizens from different cultures, religions and backgrounds bring to our national society.
5. To value people's differences demonstrating respect, whether they be cultural, medical, financial, emotional or age related.
6. To develop pupils' awareness and tolerance of communities different to their own.
7. To value and understand democracy and to stand up for right against wrong.
8. To ensure that learners understand what is expected of loyal and patriotic citizens of the United Kingdom.

OUTCOMES

Through our work and partnerships pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will equip young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will develop responsible young people who support and positively value community cohesion. This policy will make a key contribution to the school's positive ethos.

This policy should be viewed in conjunction with the school's other policies especially the Single Equality Scheme and Behaviour Policy.

