



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***Spiritual, Moral, Social &
Cultural Education Policy***

School Values and Ethos

At Roe Lee Park Primary School, the promotion of pupils' spiritual, moral, social and cultural education (SMSC) is considered to be fundamental to the life of the school. Spiritual, Moral, Social and Cultural Development is promoted through all the subjects of the curriculum, through the ethos of the school and through the development of positive attitudes and values and time for reflection. This policy supports and reinforces the aims of the school, valuing all children and staff equally and as individuals.

Roe Lee Park Primary School approaches the promotion of fundamental British Values in line with the Government's PREVENT strategy. These British Values are: democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief.

It is, without question, everyone's duty to ensure they do not undermine these fundamental British values.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Context

At Roe Lee Park Primary School, we recognise that SMSC plays a significant part in pupils' ability to learn and achieve. We therefore aim to provide an education provision that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness

- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of a range of social and cultural traditions and choices
- a comparative understanding of their personal culture and social norms with those of others

All curriculum areas have a contribution to make to the child's SMSC development. Values, principles and spirituality will be explored in the curriculum, especially through Personal, Social, Health and Economic (PSHE) education and RE. Cultural traditions will be recognised and celebrated, integrity and spirituality of other faith backgrounds will be respected and platforms for exploration of the rights and respects of others explored, ensuring children are given access to explore alternative views and to develop their own.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children will learn to differentiate between what is right and what is wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

Emotional literacy development will be supported by Mrs Campbell (our pupil wellbeing co-ordinator) and vulnerable pupils who need extra help will have additional support to develop these skills.

The importance of relationships between all school staff, parents and governors is recognised. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all members of the school community.

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. The PSHE curriculum emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims and Objectives for Spiritual Development

We aim to support pupils to develop the following skills:

- The ability to listen
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships
- To develop the skill to use all one's senses
- To develop imagination
- To develop individual self-esteem and confidence

Moral Development

We work towards an understanding of what is morally right and wrong. From this basis pupils are supported to develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

There are six key values that school encourages pupils to demonstrate. They are:

- Determination
- Honesty
- Respect
- Kindness
- Enthusiasm
- Friendship

It is expected that children will demonstrate these values on a daily basis, but where a child has demonstrated exemplary practise, they can be nominated for a values award by their class teacher or peers.

Social Development

This enables pupils to become conscientious participants within their family, their class, the school, the local, wider and global community. We aim to offer a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Aims and Objectives for Social Development

We aim to support pupils to develop the following skills:

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations

- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society
- To develop emotional literacy in order to be able to express own feelings and understand those of others
- To be sensitive to the needs and feelings of others
- To work as part of a group and to interact positively across a range of situations, e.g. clubs, sports activities, visits.
- To develop an understanding of citizenship and to experience being part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and has something to offer

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity and celebrate the history and culture of our community, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims and Objectives for Cultural Development

We aim to support pupils to develop the following skills:

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences, including local traditions
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To form links with members of our local community to share cultural opportunities and experiences
- To develop a balanced approach to retaining the traditions of a mixed faith society, whilst perceiving in a positive light the contribution of other cultures, past and present
- To develop an awareness, recognition and appreciation of the Arts, e.g. Music, Art, Drama and Literature
- To develop an understanding of different cultures and beliefs
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

British Values: Aims and School Context

At Roe Lee Park Primary School, British Values are entwined in our ethos, however, British Values are promoted more discretely through themed assemblies and links to PSHE and RE lessons.

The following fundamental British Values form the basis of our values education:

Democracy

Pupils are educated:

- To understand how they can influence decision making through a democratic process
- To understand and respect the democratic process
- To understand how to argue and defend a point of view
- To understand the importance of team work

In school we promote the importance of democracy through such things as:

- Free and fair electoral processes for student positions of responsibility, such as the School Council
- Pupil Voice surveys are used to inform how we progress and move forward as a school.

Rule of Law

Pupils are educated:

- To be able to recognise the difference between right and wrong and apply this to their own lives
- To be able to accept responsibility for their behaviour
- To understand the consequences of their behaviour and actions
- To be able to resolve conflict
- To understand how they can contribute positively to the lives of those living and working in the locality and society more widely
- To understand that living under the rule of law protects them and is essential for their well- being and safety

In school, we promote the importance of rule of law through such things as:

- Our school's behaviour policy, which is based around our school values and consequences for poor behavior choices.
- We are the leading school in the Local Cultural Educational Partnership promoting cultural education and experiences across Blackburn with Darwen

- The delivery of units in PSHE and RE lessons that focus on responsibility, community and the difference between right and wrong.

Individual liberty

Pupils are educated:

- To understand rights and responsibilities
- To understand the concept of freedom of choice

In school, we promote the importance of individual liberty through such things as:

- Children are encouraged to express their opinion in a polite and thoughtful manner.
- Extra-curricular activities and clubs on offer.
- Encouraging children to think of the consequences of their choices with respect to their actions.

Mutual respect and tolerance of those with different faiths and beliefs

Pupils are educated:

- To be reflective about their own beliefs, religious or otherwise, that inform their interest in and respect for different people's faiths, feelings and values
- To be reflective about their own experiences
- To be able to investigate and offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others
- To use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
- To participate in a variety of communities and social settings, cooperating well with others
- To understand and appreciate of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain
- To understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes

In school we promote the importance of mutual respect and tolerance through such things as:

- Our RE curriculum
- Assembly themes, stories and visitors that encourage an open understanding of respect for and understanding of a range of faiths that are part of British culture
- Our charitable work with a range of local, national and international charities
- Celebrating a range of festivals from different cultures and beliefs.

Partnerships with parents, carers and the wider community

We believe strongly in the importance of developing strong home-school relationships, enabling parents and teachers to work in an effective partnership to support pupils in their SMSC development.

Visitors are welcomed to participate in and contribute to school activities and curriculum delivery.

Children will be taught to appreciate and take responsibility for their local environment and the school supports the work of a variety of charities locally, nationally and globally.

Policy written by: Laura Butterworth

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