



LONG CLOSE SCHOOL

Social, Moral, Spiritual and Cultural Policy (SMSC)

Rationale

As a multi-cultural school, Long Close promotes an ethos of mutual respect and an appreciation of the diverse religions present within the school and wider community. 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.

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, 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 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. 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 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. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. In recent years it has become essential to focus on 'Promoting British Values' and to have processes in place to help prevent children from radicalisation and extremism. As such these issues are dealt with at the end of this policy.

General Aims

- 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.
 - To promote British Values
 - To help prevent extremism and radicalisation

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;

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual;
- Recognise the challenge various religious doctrines;
- 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.

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.
- Recognise various faith groups and their importance on a global scale.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

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.

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All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Work takes place in PSHE lessons and assemblies, giving 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 — e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Links with the wider community

- Visitors are welcomed into school.
- Links with the local churches is fostered through the Carol Service and Speech Day.
- Visits to places of worship are planned into the curriculum.
- 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.

Promoting British Values (November 2014)

Fundamental British values Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

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- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; 1 The Prevent strategy 2011:
<https://www.gov.uk/government/publications/prevent-strategy-2011> 5
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combating discrimination.

Actions taken:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
 - consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Preventing Extremism and Radicalisation

Long Close School adopts the following accepted Government definition of extremism which is: *'Vocal or active opposition to fundamental British values, including democracy, the rule of law,*

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individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

- There is no place for extremist views of any kind in our school.
- We have a duty to ensure students view school as a place where they can explore controversial issues safely and where our teachers encourage and facilitate this.
- We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so are addressed as a safeguarding concern.
- We provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity.
- We seek to ensure that all students thrive, feel valued and not marginalised.
- Young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.
- By adhering to safer recruitment best practice and by ensuring that there is an on-going culture of vigilance within our school we will minimise the opportunities for extremist views to prevail.

Definitions:

Extremism is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law. •

Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

Foment, justify or glorify terrorist violence in furtherance of particular beliefs o Seek to provoke others to terrorist acts

Foment other serious criminal activity or seek to provoke others to serious criminal acts o Foster hatred intended to cause violence between communities in the UK 3 Policy Approved: 15 September 2015 (Governing Body) Scheduled Review: September 2017 (Every 2 Years) •

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs.

The copy of Preventing Extremism and Radicalisation Policy 2016 can be seen on the school's website.

Monitoring and Evaluation

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

This is achieved by:

- Teachers identify aspects within their subjects to be included in teacher planning. Subject leaders monitor teacher plans and their evaluations and assessments.
- Subject leaders will monitor resource provision, identifying shortfalls.
- The Headmaster shall have oversight of this policy and monitor the provision of SMSC.

Inclusion

Our school tries to be an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Long Close School, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against.