

# Netherleigh and Rossefield School

## **Spiritual, Moral, Social and Cultural Policy Document**

April 2016

### **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 Governors, employees and parents of Netherleigh and Rossefield School (the "School"). It is taught through all subjects of the curriculum and in particular RE and PSHE. It is also emphasised in assemblies, visits and extra-curricular clubs. 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 employees provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

The values and attitudes promoted by employees influence the behaviour and attitudes within the School. The quality of relationships and the atmosphere within the School reflect an appreciation of their shared values.

The School PSHE lessons cover many aspects of SMSC such as British Values, rule of law, tolerance, democracy and individual liberty.

The School will 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.

**In general spiritual, moral, social and cultural development should:**

- **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;**
- **ensure that principles are actively promoted which:**
  - **enable pupils to develop their self-knowledge, self-esteem and self-confidence;**
  - **enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;**
  - **encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those**

**living and working in the locality in which the School is situated and to society more widely;**

- **enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;**
- **promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;**
- **encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;**
- **encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;**
- **preclude the promotion of partisan political views in the teaching of any subject in the School; and**
- **take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:**
  - **while they are in attendance at the School;**
  - **while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the School; or**
  - **in the promotion at the School, including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere;**
- **they are offered a balanced presentation of opposing views.**

The School will 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; and to 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

Pupils should also be 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, the School will also lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity

Subject areas such as personal, social and health education and religious education make strong contributions, but work within all other subjects such as science, art, D&T, music, geography and history also contribute. Also, visiting speakers, charity fundraising, and assemblies are main contributors.

Whilst there is no curriculum requirement on independent Schools to teach about marriage, the School accepts that when it does so, it will ensure that what it teaches accords with the Independent School Standards, including on pupils' spiritual, moral, social and cultural development. A balanced curriculum is one that, amongst other things, reflects the nature of

the world that pupils live in. If marriage were to be discussed in lessons, the School expects teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on teachers to endorse it.

The following list describes the understanding and knowledge expected of pupils as a result of meeting this part of the standard:

- 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 well-being and safety;
- 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 hold other faiths and beliefs is protected in law;
- an acceptance that 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; and
- an understanding of the importance of identifying and combatting discrimination.

Whilst the School does not expect teachers to 'promote' teachings, beliefs or opinions that conflict with their own, it is not acceptable for teachers to promote discrimination against people or groups on the basis of their belief, opinion or background.

The following is not designed to be exhaustive, but provides a list of different actions that the School might take:

- 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 the democratic processes such as the 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.

## **Spiritual development**

Spiritual development is relevant to all children, not only those who come from families who believe one of the main four, or for that matter any other, religions.

**In developing the spirituality of children, the School helps them to become aware of:**

- the human search for meaning and purpose in life;
- the joy of being alive;
- the beauty of the natural world;
- the mystery and wonder of existence;
- the world of imagination and creativity;
- the value of the non-material dimension of life;
- the need to understand oneself and one's feelings;
- the need to value oneself and one's feelings; and
- the need to recognise the feelings and achievements of others.

**In this way, spiritual development encourages:**

- self awareness;
- reflection;
- reasoning;
- a sense of enduring identity;
- good relationships;
- co-operation and empathy; and
- the formation of long term ideals.

**The School will promote spiritual development through:**

- fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment;
- demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination;
- offering opportunities for aesthetic experience in art, design and technology, music, dance, and literature;
- making time for stillness and reflection;
- posing questions that encourage children to consider issues of meaning and purpose;
- showing that it is not always possible to provide an absolute answer, and that at such times it is a positive experience to value a variety of interpretations and responses;
- improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others - it is important that they sometimes work with those children who they would not normally choose as partners;
- fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour; and
- developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in RE, PSHE and the Creative Arts. The School also values opportunities presented within the Science, DT and Mathematics curriculum.

**Moral development**

This relates to the child's developing understanding of what is "right", "wrong" and "fair". The School will try to build on the moral training within the home whilst accepting that there might be different approaches between home and School.

**Moral development is concerned with:**

- developing the child's awareness and understanding of the moral code of the communities in which they live - these may or may not be statutory;
- helping the child to realise that to enjoy rights they have to accept responsibilities;
- developing the child's understanding of why rules are necessary;
- developing the child's self-discipline so that rules are observed as a point of principle and not just out of the fear of sanctions;
- giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action;
- developing the skills necessary to explain their own behaviour; and
- valuing physical well-being, privacy, feelings, beliefs and rights of others.

**The School will promote the moral development of the child by:**

- accepting proper authority and doing as they are told;
- showing respect to all adults in School e.g. teachers, catering staff, playground supervisors and parent helpers;
- having a consensus of values that are stated clearly and owned by everyone, especially the children;
- building up the self-esteem of the child;
- encouraging everyone within the School to behave in an acceptable way towards one another; and
- training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst employees. Obvious opportunities to promote moral development can be provided during PSHE, assemblies, visiting speakers, the School Council and throughout the curriculum.

**The School 'Moral Code' is underpinned by belief in:**

- telling the truth;
- keeping promises;
- respecting the rights and property of others;
- being considerate to one another;
- caring for those who are less fortunate;
- accepting responsibility for one's own actions; and
- self discipline

Pupils will be 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, the School will:

- lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enable pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community; and

- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.

### **The School will not accept:**

- bullying;
- cheating;
- deceit;
- cruelty;
- irresponsibility;
- dishonesty; and
- selfishness

### **Social development**

In order to develop the social aspects of a pupil's life, the School will provide opportunities for pupils to:

- develop skills such as co-operation, collaboration, responsibility, teamwork and initiative;
- take part in competitive sport, emphasising that whilst it is important to strive for the best, it is not required that they 'win at all costs';
- understand the rights and responsibilities of individuals within the social setting; making sure that all pupils, and not just "best friends", are included in games;;
- recognise the need to live harmoniously in a multi-cultural society;
- communicate with others with increased effectiveness;
- engage in activities which benefit others;
- use language in a range of groups and contexts;
- write for a range of purposes and audiences;
- develop good listening skills in the children.

The School will show that it is listening to the children through its response to issues raised, by them, via the School Council or indeed the suggestions box for all pupils.

### **Cultural development**

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I?" and "Where do I fit in?"

The School needs to remember that cultures are dynamic and are constantly being re-shaped and will take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.

### **The School will promote cultural development through:**

- exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RS, English, geography, history and music. Visits out of School and visitors to the School will support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these; and

- encouraging tolerance and appreciation of the beliefs, values and customs of different cultures.

Opportunities to nurture the cultural development of the child exist in all creative areas - PSHE, RS and collective assemblies. During such time pupils should be encouraged to:

- realise they are part of a community;
- think about the needs of others and their cultures; and
- explore and share beliefs

**In general the School will follow the guidance of the DfE**

Pupils should be 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, the School should:

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

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

### **Ways in which the School currently encourages growth in these areas:**

- **Headmaster's celebration assemblies** each Friday where all aspects of School life and beyond are celebrated;
- Certificates, badges and rewards are given for being kind, showing tolerance, helping others, sporting, academic or music achievements both in and out of School and any competition winners;
- **whole class assemblies** run by teachers and including class participation.
- **opportunities for group and team work** within the curriculum and on residential trips;
- **promoting creativity within the curriculum** through art, design technology and also in other areas of the curriculum where independent learning takes place;
- **quiet times for thought and reflection** within the class and at assembly time;
- **encouraging response** – paintings, music, prayers, stories;
- **exploring feelings and emotions within class**, at assemblies and PSHE;
- **promoting responsibility** and the acceptance of consequences and making provision for reparation of relationships;
- **promotion of self respect** and respect for others through curricular themes and discussion through assemblies and PSHE lessons;
- **provision of an environment where individual differences are accepted** – for example, fund raising activities
- **displaying work of not only of high quality but inclusive to all pupils**
- **visits houses of worship**;
- **visiting speakers** of different faiths;
- **visiting authors**;
- **visits from members of the community**
- **residential visits**



# School Rules



- We will always try our best.
- We will always be kind, supportive and polite
- We will look after our property and everyone else's
- We will look after our school building
- We will always look smart