Oakley School

www.oakleyschool.co.uk

Spiritual Moral Social and Cultural Policy

This policy has been written for...	All staff and students at Oakley School. Provision for Spiritual Moral Social and Cultural (SMSC) is monitored and reviewed by the SLT, teachers, children and Governors. The implementation of this policy is the responsibility of all staff.
Copies of this policy may be obtained from...	• The School website – www.oakleyschool.co.uk • This policy will be shared with all staff and stored on the school network for reference.
This policy links with the following policies	This policy should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour and Anti-Bullying Policy, Religious Education Policy, Curriculum, Teaching and Learning, PSHE and other core subjects' schemes of work.
Participants and consultees in the formulation of this policy were...	The Extended Leadership Team and representatives from the Governing Body.
Edition, Review frequency and dates	This is edition 1, published in July 2018 This policy will be reviewed every three years, the next review is due in July 2021
Relevant statutory guidance, circulars, legislation & other sources of information are...	This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils' spiritual, moral, social and cultural development and refers to the guidance from the Ofsted School inspection handbook January 2015) - p.40 DfE guidance (National Curriculum in England: framework for Key Stage 1 to 4, GOV.UK)
The Lead Member of staff is...	The Executive Head
Definitions and key terms used in this policy...	Oakley school uses the Ofsted 2014 definitions to help us define SMSC (Spiritual, Moral, Social and Cultural) development <u>Spiritual</u> Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences. <u>Moral</u> Ability to recognise the difference between right and wrong and the pupils' readiness to apply this understanding in their own lives. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. An

	understanding of the civil and criminal law of England and recognising the legal boundaries that apply to their own lives and actions. <u>Social</u> Use of a range of social skills in different contexts, including working and socialising with other pupils from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of what fundamental British values may be and an awareness of how they can make a positive contribution to life in modern Britain. <u>Cultural</u> Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Understanding and appreciation of the range of different cultures within school and further afield. Willingness to participate in, and respond positively to artistic, musical, sporting and cultural opportunities. Interest in exploring, understanding of and showing respect for different faiths and 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.
The Rationale and Purpose of this policy	At Oakley School we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of pupils and in their interactions and also in the provision of teaching, resources and learning environments. Our purpose is to ensure that pupils leave us with a maturing understanding of the experiences and values of others and a growing sense of identity based on personal values and self-worth with the community.
Appendices	This policy has no appendices
Copying	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at Oakley School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.

The Aim of this policy

At Oakley School we believe that SMSC development of our pupils enables them to become healthier, more independent and more responsible members of society. Our 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 throughout 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, ability, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give pupils 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 social and moral responsibility.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

Introduction

At Oakley School the pupils are encouraged to develop spiritual, moral, social and cultural awareness and to begin to make personal decision and choices which reflect this development. Opportunities for the pupils to develop spiritually, morally, socially and culturally are provided throughout the curriculum, during the lessons, assemblies, at lunch time, playtime and extra-curricular activities.

Spiritual, moral, social and cultural education helps pupils develop personal qualities which are valued in a civilised modern British society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Oakley School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school ethos: **Work Hard, Be Kind, Have fun, Stay Safe.**

Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to

develop the skills they need to participate in the life of the diverse community in which they live. For example:

Social

• There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
• Circe times and activities with therapists promote turn taking and social interaction.
• The PSHE scheme of work and Life & Living Skills contains units on Health and Wellbeing, Relationships and Living in the Wider World.
• Pupils learn to be effective communicators through the school's Total Communication approach, including the use of symbols, photos, PECS, technology and Makaton.
• Educational visits within the community, including swimming and horse riding.

Moral

• There is a House system in place so that all children can earn tokens for good behaviour as well as academic achievement. The winning house is announced at weekly special assemblies so that everyone shares in the success. Staff shares Golden Moments at the morning briefing.
• Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
• Behaviour plans are agreed and implemented with the help of the behaviour team.
• All staff help pupils to deal with issues regarding school and classroom rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community. All this discussed during Tutor times, PSHE lessons and assemblies, individual pastoral care always available when needed.

Spiritual

• RE Days contains units on celebrations, festivals and worship from Christianity, Islam, Buddhism, Sikhism, Hinduism, Judaism and Humanism.
• Pupils are encouraged to take part in periods of reflection at different times throughout the school week.
• Through PSHE, tutor time activities and therapy sessions pupils are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
• Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in class assembly, looking for signs of Spring during outdoor learning and educational trips, visiting Science museum, London theatres, appreciating various school visitors, etc.

Cultural

• There are regular celebrations of religious festivals over the year including harvest, Divali, Christmas, Easter, Eid, Rosh Hashanah and Chinese New Year.
• RE, PSHE, Topic, Food Tech, Art and Music have units on other cultures and religions.
• English includes units on stories from other cultures.
• All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
• Pupils participate in a range of artistic, sporting and other cultural opportunities provided by the school, including parents' cooking workshops of different cultures.

Where you can find SMSC at Oakley School

The curriculum as a whole
Long and Medium Term Planning
The Religious Education Curriculum

The PSHE Curriculum
Tutor Time
Whole School Celebration Assemblies/Class assemblies
Extra-curricular activities
Afterschool clubs
Educational visits
Pupil Voice (Student Council, Eco Club)
Special days (fundraising, cultural experiences and immersion days)
Weekly Radio Oakley
Monthly School Newsletter
Daily Morning briefings/Golden Moments

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.
We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.
The curriculum in all phases offers broad and balanced opportunities.
'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, eye pointing or body language.
We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.
We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.
Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, therapists, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation with other schools.
We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.
Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.
Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.
Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.
Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Oakley School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Links with the Wider Community

- Visitors are welcomed into our school
- Links with the local churches are fostered
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures
- The school supports the work of a variety of charities
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupils
- Pupils are taught to appreciate and take responsibility for their local environment
- Liaison with local secondary and primary schools to support the SEN provision and effective transition, takes place regularly
- Eco club and Tunbridge Wells in bloom programme