



# Social, Moral, Spiritual and Cultural Development & British Values 2023-24

Spiritual, Moral, Social and  
Cultural MSC and British Values

# Development Policy

Audience:	Parents Academy staff and volunteers Local Governing Bodies
Approved:	June 2019
Other related policies:	
Policy owner:	Lower Farm Academy
Policy model:	School Level
Review:	Annually
Version number:	1.0 (June 2019)

## 1. Spiritual Development

### Aim

This area relates to the beliefs, feelings and emotions through which children acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

### Objectives

At Lower Farm the children will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few;

- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

**In Practice** at Lower Farm this is delivered through:

1. A Religious Study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals own spiritual values (following the Warwickshire Agreed Syllabus for RE scheme of work);
2. A PSHE and RHSE programme (Jigsaw scheme of work) which utilises opportunities for themed discussion, reading (both fiction and non-fiction) to encourage learning and develop an awareness of the academy's core values as soon as children arrive;
3. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
4. A pastoral structure that is focused on learning and providing appropriate information advice and guidance for children as well as opportunities to explore pathways of development;
5. Educational enrichment trips, creative partnerships and visiting speakers provide children with a range of experiences, which may promote a sense of awe and wonder about the world;
6. A reflective approach to learning through formative assessment techniques – children having ownership and understanding of where they are, where they need to get to and how they are to do it;
7. A rewards system developing student self-esteem through intrinsic (and extrinsic where appropriate, e.g. Class Dojo) motivation and reward;
8. Displays of student work bring a sense of pride in the work children produce and therefore a sense of expressing the talents of the individual;
9. The use of the School Parliament to involve children in the life of the school.

## 2. Moral Development

### Aim

Moral development refers to the children's knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The academy has a well-established Positive Behaviour policy –and staff promote a supportive approach to the management of challenging behaviour.

**Objectives** of the code of conduct are to promote the concept of excellent behaviour by being: ~~This is slightly different from your behaviour values in your policy – Link to the same behaviour values ?~~

~~Resilience – keep trying until you fulfil your hopes and aspirations.~~

~~Respect – showing acceptance, understanding and compassion.~~

~~Care – a commitment to helping others flourish.~~

~~Collaboration – working together in friendship and community.~~

~~Achievement – developing wisdom and talents in all areas of life.~~

~~Integrity – doing the right thing, showing good manners and morals.~~

- ~~• Kind and considerate~~
- ~~• Helpful to others and listening to what they have to say~~
- ~~• Committed to and invest in the creating of school and classroom rules.~~
- ~~• Committed to a healthy, safe and environmentally friendly school~~

**In practice** at Lower Farm this is delivered through:

- Clear models of good behaviour from staff and older children and reinforcement of school and classroom rules both inside and outside of lessons
- A pastoral system and structure used by all staff that is focused on conflict resolution and restorative justice.
- ~~DPhilosophyforChildren(P4C)sessionsleadingtotediscussionsbasedonmoralissues~~ embedded across the curriculum, and where appropriate, across all classes once a week.
- A structured PSHE programme for EYFS/KS1/KS2.
- Assembly themes on moral issues, developed and reinforced in classes.
- Fund-raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of children in teams across the academy: School Parliament; House Teams; *Eco-team*; Play Coaches.
- Raising awareness and developing a love for the environment
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour.

### 3. Social Development

#### Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

#### Objectives

Children will be encouraged to:

- Maintain and develop relationships within the academy working successfully with other children and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

**In Practice** at Lower Farm we provide opportunities for children to:

- Interact with all staff in school and with external partners of the academy in an appropriate and outstanding manner
- The use of children in teams across the school: School Parliament; House Teams; *Eco-team*; Play Coaches.
- Elected School Parliament representative to feedback views, ideas and concerns to their classes and to the senior leadership team.
- Experience, in programmes of study, the development of skills in oracy, including debating skills and key reflective work where children have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- A structured PSHE programme for EYFS/KS1/KS2.
- Participate in the wider community through events such as carol singing, school fetes, and other socio-economic fundraising opportunities.
- Raising awareness and developing a love for the environment

### 4. Cultural Development

#### Aim

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The academy will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

## Objectives

The children will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

**In Practice** at Lower Farm we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools, colleges and universities – in order to better understand other cultures and ways of life.
- A structured PSHE programme for EYFS/KS1/KS2.
- Historical visits to places of curriculum significance and interest.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: ~~Diwali~~Diwali, Hannukah.
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning.

## Role of Senior Leaders and Key Staff

- To undertake audits and observations of developments in SMSC provision across the academy.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus in class assemblies linked to an assembly programme.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the school’s support for SMSC.
- To encourage staff and children to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

## Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in classes, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the academy community.

## 5. The teaching of British Values

The definition of British Values was set out by the government in the 2011 Prevent Strategy and added to Ofsted inspection guidance in July 2014 ‘to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’ At Lower Farm these values are regularly promoted through high quality teaching, a rounded programme of collective worship and assemblies and a positive behaviour policy. This provision allows pupils

to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. As well as teaching our pupils, our active promotion of these values also means we challenge pupils, staff or parents who express contrary opinions.

At Lower Farm, we uphold and teach pupils about British Values which are defined as:

- mutual respect
- rule of law
- democracy
- individual liberty
- tolerance of those of different faiths and beliefs

These values are taught through Personal, Social, Health and Emotional (PSHE). We also teach British Values through planning and delivering a broad and balanced curriculum that includes suitable opportunities for exploring these values.

### Democracy

Democracy is evident throughout the academy and there is considerable opportunity to experience democracy in action. Pupils have the opportunity to have their voices heard through our School Parliament, eco council and pupil voice opportunities to name but a few. Children are elected as house captains and School Parliament representatives solely on pupil votes. Our school Positive Behaviour policy involves whole-class rewards which the pupils vote on as a class group. There are many other world-wide events that can be incorporated into teaching this strand.

### The rule of law

The importance of Laws, whether they be those that govern the class, the academy, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; etc. are regular parts of our calendar and help reinforce this message.

We have a very strong Positive Behaviour policy based on praise for the features of successful learners. Through consistent application, our high expectations are promoted. There are clear consequences for times when behaviour is not acceptable. Our policies show clear links between right and wrong behaviour and therefore links to the civil and criminal law of England.

### Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an academy, we educate and provide boundaries for young pupils to make choices safely, through our provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### Mutual respect

We believe that respect for others is a vital component of moral development. We encourage open discussions in all areas but particularly in lessons which promote citizenship such as PSHE and P4C discussions.

Part of our school ethos and behaviour policy includes core expectations which ultimately support pupils in mutual respect for one another.

We actively support all to develop their own reasoned views about moral and ethical issues. We encourage all pupils to understand that they have rights and responsibilities as citizens within our school and the wider community. For example, the School Parliament select the charities that will be supported for the current academic year. Discussions in worship and class focus on ways we can help and support those who are less fortunate than ourselves. Tolerance of those of different faiths and beliefs

We actively challenge pupil's parents and staff who express views contrary to those stated.

Our community is made up of people from a wide range of backgrounds. We aim to promote the understanding and appreciation of different faiths and cultures both within our school and the wider world. We actively promote courtesy and good manners towards all. We actively monitor and tackle all forms of bullying and harassment (This includes cyber bullying, prejudice-based bullying related to appearance, SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment) No-one is discriminated against contrary to the Equality Act 2010. ([See anti-bullying policy](#))

We teach the children tolerance of those of different faiths and beliefs through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assembly and collective worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge and visits to different places of worship enhance learning within classes and the school.