



S.M.S.C
Spiritual, Moral, Social and Cultural
Statement of Practice

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Approved by Head teacher:

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Aim

At Markland Hill Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school helps pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd'. They make up their own minds and are ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

British Values at Markland Hill Primary School Statement of Practice

The DfE document says pupils should be taught "how democracy and the law work in Britain, in contrast to other forms of government in other countries", and advises teachers to "consider the role of extracurricular activity, including any run directly by pupils, in promoting fundamental British values". It states that there is the need "to create and enforce a clear and rigorous expectation on all schools to 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."

The Government set out its definition of British values in the 2011 Prevent Strategy and these values have been reiterated in 2014.

At Markland Hill Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through whole school assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

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Definitions

Spiritual development encourages pupils to understand characteristics such as courage, strength, hope, acceptance, compassion and love so that they can face the challenges of life. This is shown by pupils':

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral development enables pupils to take a thoughtful view on right and wrong, encouraging kindness, unselfishness and truthfulness. This is shown by pupils':

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social development enables pupils to relate to each other developing qualities of respectfulness, tolerance and willingness to get involved with the wider community. This is shown by pupils':

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio- economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural development enables pupils to develop a sense of identity by understanding their cultures and cultures of others by engaging in music, arts, traditions and customs. This is shown by pupils’:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- interest in exploring, understanding of, and respect for 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

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness.

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development

At Markland Hill Primary School we believe that morally aware pupils will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others’ actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values

- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

We will strive to encourage pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided. Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through Wellbeing Days, Life Skills workshops, Circle Time, PSHE sessions.

Social Development

At Markland Hill Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment.

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.

Promoting British Values

at Markland Hill Primary School

Democracy

At Markland Hill CP School children, parents and staff have many opportunities for their voices to be heard. Children are always listened to by adults and are taught to listen carefully to each other, respecting the right of every individual to have their opinions heard. It is a feature of our school that all staff make time to listen so that children's concerns are heard and acted upon. We have a School Council, elected by the children, which meets regularly to discuss issues raised by the children and by staff. There is also an Eco Council which enables the children to implement the teachings of the "Green" agenda in school. Our Year 6 pupils nominate themselves and prepare a speech to present to the wider school, who then vote to elect our House Captains and Vice Captains.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country are consistently reinforced at Markland Hill. Our school is underpinned by our "Golden Rules" and the children are taught to live by these rules from when they start in Reception Class. Other rules that feature throughout our bespoke curriculum include Online Safety rules, Health and Safety rules, playground rules etc. Children are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibility that this involves and the consequences when rules are broken. Regular visits from the authorities such as the Police and Fire Service reinforce this message.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms. Pupils in Year 6 are described as our Ambassadors and Prefects, setting a good example to others through their actions and behaviours within and beyond school. Children who can prove their trustworthiness wear a number of responsibilities badges like medals as a sign to others in school that they are proud to be members of our school community and lead by example.

Individual Liberty

All children at Markland Hill are encouraged to be independent learners and are actively encouraged to make choices, knowing that they are in a safe and supportive environment. They are advised how to exercise these safely, for example through various aspects of our curriculum

but particularly through PSHE, Relationships Education, our comprehensive Computing curriculum lessons and through all aspects of RE and Collective Worship. All children are keen to support local, national and global charities, and are taught consideration for others. Our active School Council decide on the focus for our charity work.

Mutual Respect

Markland Hill CP School is a multicultural school which embraces and celebrates different faiths, cultures and beliefs through our cultural calendar, religious education studies, assemblies and PSHE lessons. The pupils are treated with respect and are expected to behave with appropriate respect in return. This approach is supported by our Positive behaviour policy and our school rules. Adults in school are positive role models and demonstrate the core values of our school community at all times.

Tolerance of those of Different Faiths and Beliefs

Markland Hill Primary School serves an area which is culturally diverse and we are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos. At Markland Hill Primary, we actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. As a school we work closely with families from different faiths in order to ensure that all children are included. Our reading scheme ensures that children have access to a wide variety of multi-cultural and multi-faith texts.