
SMSC & BRITISH VALUES POLICY

May 2022



**MILLSIDE
SPENCER ACADEMY**

SPENCER ACADEMIES TRUST
Person Responsible: Sophia Thorne (Principal)



Policy for Spiritual, Moral, Social and Cultural Development

Overview

All staff and governors at Millside Spencer Academy (MSA) recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, other adults and the local and wider community.

All adults will model respect for pupils and adults alike and they will promote and reward expected behaviour, treating all people as valued individuals. Pupils will have opportunities to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

At MSA, we are proud to be implementing our PSHE Curriculum through Coram Life Education's SCARF Framework. SCARF stands for Safety, Caring, Achievement, Resilience and Friendship, which enables us to provide a whole-school approach to promoting positive behaviour, mental health wellbeing, resilience and achievement.

Our PSHE lessons focus on the three themes of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. They provide a strong foundation for our children's spiritual, moral, social and cultural (SMSC) education and development, as well as contributing significantly to British Values, both explicitly and implicitly.

General aims

Our school aims to ensure:

- That all stakeholders are aware of our values and principles as they relate to the SMSC development of our pupils.
- There is a consistent approach to the delivery of SMSC issues through the curriculum and throughout the school as a whole.
- That each pupil's education is set within a personal context that is meaningful and appropriate to their age, experience, beliefs and background.
- That each pupil experiences a wide range of opportunities which enable him or her to fully develop as individuals, fully aware of their responsibilities.

As a school we will ensure pupils have opportunities to:

- reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity, developing curiosity in their learning;



- develop and apply an understanding of right and wrong in their school life and life outside school;
- take part in a range of activities requiring social skills;
- develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability;
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- overcome any barriers to their learning;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature;
- develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain; and
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Through our SCARF curriculum and the Nottinghamshire RE syllabus, staff ensure that there are planned opportunities throughout the curriculum for pupil's spiritual, moral, social and cultural development. Values will be explored throughout the curriculum, especially in RE and collective worship.

The curriculum:

- Deals with real issues of concern to children
- Helps children recognise and explore their talents and values
- Develops understanding towards other people
- Empowers children to become proactive citizens
- Raises aspirations and prepares children for the wider world
- Opportunities for discussion and personal reflection
- The diversity of spiritual traditions will be recognised
- Pupils will be given opportunities to discuss alternative views
- Helps pupils understand their rights and responsibilities and the need to respect the rights of others

This policy will be referred to with full regard to the school's policy on equal opportunities and equality of access.

Mental Health and Wellbeing

The Department for Education (DfE) recognises that:

“in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.



<p>At MSA we encourage pupils' mental health and wellbeing through or by:</p> <ul style="list-style-type: none"> • Giving pupils opportunities to discuss what positively and negatively affects their physical, mental and emotional health • Exploring and deepening their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • Enabling them to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • Understanding that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know • Developing strategies for keeping physically and emotionally safe 	<p>MSA pupils who are developing good mental health and wellbeing are likely to be developing some or all of the following characteristics:</p> <ul style="list-style-type: none"> • Recognise a range of emotions and use words to describe them • Know who, how and when to ask for help • Recognise a range of feelings in other people • Explain how they experience and express different feelings • Suggest a range of strategies for making themselves and others feel better • Understand that things we may say, see, read or write online can have the same effect on our and others' feelings as when we are face to face with someone • Can explain the intensity of different feelings • Use relaxation strategies to help themselves feel calm when they feel stressed or anxious
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Spiritual Development

The Ofsted Definition

'Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Spiritual Development and Characteristics	
<p>At MSA we encourage pupils' spiritual development through or by:</p>	<p>MSA pupils who are developing spiritually are likely to be developing some or all of the following characteristics:</p>
<ul style="list-style-type: none"> • Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives; • Encouraging pupils to explore and develop what animates themselves and others; 	<ul style="list-style-type: none"> • A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour; • An awareness and understanding of their own and others' beliefs; • A respect for themselves and others;



<ul style="list-style-type: none"> • Giving pupils the opportunity to explore human feelings and emotions, the way they impact on people and how an understanding of them can be helpful; • Developing 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; • Promoting teaching styles which: <ul style="list-style-type: none"> ➤ Value pupils' questions and give them space for their own thoughts, ideas and concerns; ➤ Enable pupils to make connections between aspects of their learning; ➤ Encourage pupils to relate their learning to a wider frame of reference – for example, asking 'Why', 'How' and 'Where' as well as 'What'; • Monitoring in simple, pragmatic ways, the success of what is provided 	<ul style="list-style-type: none"> • A sense of empathy with others, concern and compassion; • A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination; • An appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity; • A respect for insight as well as knowledge and reason; • An expressive and/or creative impulse; • An ability to think in terms of the 'whole', - for example concepts such as harmony, interdependence, scale, perspective; and an understanding of feelings and emotions and their likely impact.
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Moral Development

The Ofsted Definition

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Moral Development and Characteristics	
At MSA we encourage pupils' moral development through or by	MSA pupils who are morally aware are likely to be developing some or all of the following characteristics:
<ul style="list-style-type: none"> • Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school (code of 	<ul style="list-style-type: none"> • An ability to distinguish right from wrong, based on their knowledge of the moral codes of their own and other cultures;



conduct, class and school expectations, SHINE values);

- Promoting racial, religious and other forms of equality;
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong through:
- Using Keeping Myself Safe materials
- SMSC assemblies and lessons
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- Rewarding expressions of moral insights and good behaviour;
- Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as at school;
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons,
- pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- Recognising and respecting the codes and mores of different cultures represented in the school and wider community;
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviours (litter pickers, buddies);
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;

- A confidence to act consistently in accordance with their own principles;
- An ability to think through the consequences of their own and others' actions;
- A willingness to express their views on ethical issues and personal values;
- An ability to make responsible and reasoned judgements on moral dilemmas;
- A commitment to personal values in areas which are considered right by some and wrong by others;
- A considerate style of life;
- A respect of others' needs, interests and feelings, as well as their own;
- A desire to explore their own and others' views;
- An understanding of the need to review and re-assess their values, codes and principles in the light of experience.



<ul style="list-style-type: none"> • Reinforce the school’s values through images, posters, classroom displays, exhibitions etc; • Monitor in simple, pragmatic ways, the success of what is provided. • Provide children with carefully considered, unbiased teaching at an age appropriate level for them to develop their own independent opinions around topics. 	
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Social Development

The Ofsted Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Social Development and Characteristics	
At MSA we encourage pupils’ social development through or by:	MSA pupils who are becoming socially aware are likely to be developing the ability to:
<ul style="list-style-type: none"> • Identifying key values and principles on which school and community is based; • Fostering a sense of community, with common, inclusive values; • Promoting racial, religious and other forms of equality; • Encouraging pupils to work co-operatively; • Encouraging pupils to recognise and respect social differences and similarities; • Providing positive corporate experiences – for example, through school assemblies, team activities, residential experiences, school productions; • Helping pupils develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, 	<ul style="list-style-type: none"> • Adjust to a range of social contexts by appropriate and sensitive behaviour; • Relate well to other peoples’ social skills and personal qualities; • Work, successfully, as a member of a group or team; • Share views and opinions with others and work towards consensus; • Resolve conflicts and counter forces which militate against inclusion and unity; • Reflect on their own contribution to society and to the world of work; • Show respect for people, living things, property and the environment; <ul style="list-style-type: none"> • Benefit from advice offered by those in authority or counselling roles; • Exercised responsibility;



<p>independence, inter-dependence, self-respect;</p> <ul style="list-style-type: none"> • Helping pupils resolve tensions between their own aspirations and those of the group or wider society; • Providing a conceptual and linguistic framework within which to understand and debate social issues; • Provide opportunities for engaging in the democratic process and participating in community life; • Providing opportunities for pupils to exercise leadership and responsibility; • Providing positive and effective links with the world of work and the wider community; • Monitoring in simple, pragmatic ways, the success of what is provided. 	<ul style="list-style-type: none"> • Appreciate the rights and responsibilities of individuals within the wider social setting; • Understand how societies function and are organised in structures such as the family, the school and the local and wider communities; • Participate in activities relevant to the community; • Understand the notion of interdependence in an increasingly complex society.
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Cultural Development

The Ofsted Definition

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Cultural Development and Characteristics	
<p>At MSA we encourage pupils' cultural development through or by:</p>	<p>MSA pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:</p>
<ul style="list-style-type: none"> • Providing opportunities for pupils to explore their own cultural assumptions and values; • Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting racial equality; • Extending pupils' knowledge and use of cultural imagery and language; 	<ul style="list-style-type: none"> • An ability to recognise and understand their own cultural assumptions and values; • An understanding of the influences which have shaped their own cultural heritage; • An understanding of the dynamic, evolutionary nature of cultures; • An ability to appreciate cultural diversity and accord dignity to other people's values and



<ul style="list-style-type: none"> • Recognising and nurturing particular gifts and talents; • Providing opportunities for pupils to participate in literature, drama, art, music, crafts and other cultural events and encouraging pupils to reflect on their significance; • Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concerts and gallery visits, resident artists, foreign exchange; • Reinforcing the school's cultural values through displays, posters, exhibitions etc.; • Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum; • Monitoring in simple, pragmatic ways, the success of what is provided. 	<p>beliefs, thereby challenging racism and valuing race equality;</p> <ul style="list-style-type: none"> • An openness to new ideas and a willingness to modify cultural values in the light of experience; • An ability to use language and understand images/icons, for example, in music, art, literature which have a significance and meaning in a culture; • A willingness to participate in, and respond to, artistic and cultural enterprises; • A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures; • A regard for the heights of human achievement in all cultures and societies; • An appreciation of the diversity and interdependence of cultures.
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Financial Literacy	
<p>At MSA we encourage pupils' financial awareness through or by:</p>	<p>MSA pupils who are becoming financially aware are likely to be developing some or all of the following characteristics:</p>
<ul style="list-style-type: none"> • Use of SCARF curriculum supplemented by Natwest Money Sense resources • Ensuring pupils can recognise coins and notes and symbols associated with money • They know that money can come from different sources and can be used for different purposes (spending, saving) • Understand how to keep money safe, making good choices about spending or saving money and what influences those choices • Learn about the range of jobs carried about by people • Learn what is meant by enterprise and begin to develop enterprise skills • Know how to stay safe online and how to protect personal information 	<ul style="list-style-type: none"> • Raised future aspirations for themselves, family and friends • Awareness of how to develop their personal skills • Understanding that different jobs require different skills • Know the difference between wants and needs • They can manage a budget and can raise money for an event or charity • They keep their private information safe



British Values

The Ofsted Definition

British Values is about pupils' understanding:

- *democracy*
- *the rule of law*
- *individual liberty*
- *mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.*

British Values	
<p>At MSA we develop pupils' British values through or by:</p> <ul style="list-style-type: none"> • Celebrating all of our school community and their cultures • Creating a supportive and loving environment where diversity is valued • Preparing our pupils for life in modern Britain through learning about world cultures and beliefs and an appreciation for British culture and institutions • Instilling a strong school ethos. • Celebration assemblies, collective worship and visitors from our local community • Successful integration of all students into our community. • Promotion of equal opportunities for everyone. • Effective implementation of behaviour, respect and anti-bullying policies. • Participation in a wider community which we frequently learn about, serve and support. • Special topics and weeks such as 'SHINE WEEKS' when we explore a variety of different cultures from around the world and our local community • Participation in charitable events and fund raising for those in need locally and around the world. 	<p>MSA pupils who are demonstrating British values are likely to be developing some or all of the following characteristics:</p> <ul style="list-style-type: none"> • Self-knowledge, self-esteem and self-confidence • Distinguish right from wrong and to respect the civil and criminal law of England • 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 • Acquire a broad general knowledge of and respect for public institutions and services in England • Show tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for 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

Links to other aspects of the school's work



Include relevant links to religious ethos; partner schools or settings; links with the community; specialist status; special events relevant to SMSC development.

Monitoring and evaluation

Provision and impact of SMSC development is monitored and reviewed on a regular basis by:

- Monitoring of teaching and learning and work scrutiny by subject leaders/Standards Leaders/Assistant Heads/Principal/Governors.
- Regular review at staff and governors' meetings.
- Audit of relevant policies and units of work, as well as collective worship.



Appendix 1

Weekly SCARF Coverage:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drug, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body
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See SCARF website and Curriculum planning:

<https://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health/>