



**SPIRITUAL, MORAL, SOCIAL
& CULTURAL (SMSC)
POLICY
&
EMBEDDING BRITISH
VALUES**

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Signed – Governor

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Print Name

Date:

Review:

Falconer School recognises that the spiritual, moral, social and cultural (SMSC) elements of a pupil's education are crucial to their development as an individual, as it allows them to take their rightful place in their community as a local, national and global citizen. This policy builds upon the school's mission statement 'Dream, Believe, Achieve' and our core values: Consideration, Responsibility and Relationships. In addition, this policy also clarifies how the school's approach to Collective Worship supports SMSC.

SMSC is about the values pupils are encouraged to hold, and their attitude towards learning, knowledge and society. At Falconer, we promote SMSC in the following ways:

1. SPIRITUAL DEVELOPMENT

Spiritual development is concerned with how a Falconer pupil develops:

- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and developing a set of core values. It includes imagination, inspiration and creativity and it also covers an awareness of self-identify and self-worth.

Falconer School promotes spiritual development as part of pupils' personal development through:

- The School Motto "Dream, Believe, Achieve"
- The School Rewards and Consequences system
- Religious Education
- All subjects of the curriculum
- Assemblies
- The ethos of the school values, attitudes and expectations
- Opportunities for reflection on aspects of their lives
- Wonder at the natural world and human achievement

2. MORAL DEVELOPMENT

Moral development is concerned with pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. The quality of relationships that pupils experience, the standards of behaviour in the school as well as the values promoted by the school's code of conduct will form the basis of any judgment on moral development as well as the extent to which pupils show:

- An understanding of the difference between right and wrong
- Respect for people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal conduct that they take responsibility for their own actions
- Personal behaviour through principles rather than fear of punishment
- A knowledge of standards of morality

Falconer School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and pupils including:

- Respecting the rights and property of others
- Respecting the beliefs and practices of others in a multicultural society
- Taking responsibility for one's own actions
- Being considerate towards other people and demonstrating good relationships
- Honesty
- Self-discipline

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. The school's values (Respect, Responsibility and Relationships) provide the framework for our pupils to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At Falconer School we strongly act upon any incidences of:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Obscenity
- Intolerance including racism and homophobia

At Falconer School we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors to teach and promote understanding of morality
- Assemblies
- Rewards and Consequences
- Welfare and guidance
- Core curriculum including Religious Education

3. SOCIAL DEVELOPMENT

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming pupils' attitudes to good social behaviour and self-discipline. The school helps prepare pupils to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations.

The school systematically plans for social development of pupils through a range of teaching and learning activities including:

- Classroom organisation and management
- Pupil grouping and opportunities for group work (group project based work)
- The school code of conduct

- School productions
- Residential trips
- Enrichment activities
- School-work links
- Extra-curricular activities
- Pupil Leadership opportunities which support pupils in the school community

4. CULTURAL DEVELOPMENT

A pupil's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Falconer School we seek to develop in pupils an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. The school curriculum provides experiences of all aspects of culture for pupils including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education; and has a specific role in supporting the teaching and learning for pupils about cultural diversity through the curriculum.

- Visits to centres of cultural interest
- Extra-curricular activities

5. COLLECTIVE WORSHIP

At Falconer School we recognise that Collective Worship is important to provide opportunities for our pupils Spiritual, Moral, Social and Cultural development.

Aims

It is our aim at Falconer School that worship should:

- Contribute to the spiritual, social, moral and cultural development of each child.
- Give expression to, and reaffirm and practise the values of the school community.
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals.
- Foster and enable a concern for the needs of others, and recognition of the vulnerability of self and others.
- Provide members of the school community with the opportunity to praise and reach out to 'God'.
- Provide members of the school community with the opportunity to experience stillness and quiet.
- Provide members of the school community with the opportunity to respond to religious language and symbolism.
- Provide a foundation for a mature understanding and practise of worship in the future.

6. LEGAL STATUS OF COLLECTIVE WORSHIP

- 6.1** The 1988 Education Reform Act requires that 'All pupils in attendance at a maintained school shall in each day take part in an act of Collective Worship'. The school accepts the desirability of this legislation but has considerable practical difficulties in meeting this requirement. We seek to do our best to keep the spirit of this legislation seeking to provide as many high quality acts of worship as is practically possible.

- 6.2** To provide pupils with variety in their experience of worship may take the form of a whole school act of worship for all pupils, by means of ‘Thought for the Week’ and 2 minute reflection time, Main School assembly, or separate acts of worship for pupils in different age groups. Collective Worship may be held at any time during the school day.
- 6.3** At Falconer School the act of Collective Worship is, primarily, delivered weekly via a whole school 2 minutes reflection time. During Monday morning registration all pupils reflect upon a stimulus provided by that week’s Assembly Lead. This stimulus or ‘Thought for the Week’ is common to the whole school and Tutors are provided with this via the schools shared area. Each week there is a theme for ‘Collective Worship’ or ‘Thought for the Week’. Each Tutor is encouraged to adapt the theme to suit their developmental stage of their pupils. The theme is then developed through the use of whole school assemblies meaning that by the end of the week the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints. This pattern is flexible and on occasions it is recognised that there may be a need to respond to local or national events. Tutors are encouraged to open their doors during this moment of reflection to facilitate the feeling of community togetherness.
- 6.4** Acts of Collective Worship at Falconer School take into account the pupil’s ages, aptitudes and family backgrounds. The school recognises that there is a difference between Acts of Collective Worship and the assembly of pupils. On some occasions assembly may proceed or follow an Act of Collective Worship.
- 6.5** The law can only dictate that schools must provide a daily act of collective worship. Worship is a response. The opportunity for worship is an invitation but the acceptance or rejection of that invitation is the individual’s choice.
- 6.6** If the integrity of pupils and teachers is to be respected at all times, no assumptions should be made about their personal commitment. The school is not a place of worship in the everyday sense of this term and the worship will differ from that of a faith community.

7. RIGHTS OF WITHDRAWAL

At Falconer School we seek to be an inclusive community, however, we respect the right of parents/carers to withdraw their children from Collective Worship. This school expects that withdrawal will only be made following parents/carers discussion with the Headteacher followed by written confirmation of withdrawal.

Policy Links

Equal Opportunities Policy
Attendance Policy
Anti-bullying Policy
SEN/D Policy
Safeguarding Policy and Procedure

Appendix 1: A guide to teaching Spiritual, Moral, Social and Cultural Development

Introduction: Our mission statement, 'Dream, Believe, Achieve', in essence drives the delivery of SMSC. In addition, our school values of consideration, relationships and responsibility strongly support the teaching of SMSC.

| Area | Spiritual | Moral | Social | Cultural |
|--------------------|--|---|--|--|
| Description | Making pupils feel good about themselves; developing their self- esteem and confidence | Making sure pupils understand the differences between right and wrong | Making sure pupils can work effectively in different group situations | Making sure pupils appreciate their own and others cultures |
| In lessons | <p>Engaging in activities which involve listening, reflecting and quizzing (reflecting on work at the start of the lesson)</p> <p>Developing an understanding of their own feelings (use personal reflection/feelings tree)</p> <p>Engaging in activities which involve questioning, valuing, creating, envisioning, empathising, and imagining</p> <p>Developing personal beliefs and values</p> <p>Developing an understanding of their relationships with those near and far</p> <p>Showing insights into deep questions about life, change and death</p> | <p>Engaging in discussions that reinforce moral values</p> <p>Showing responsibility for their own learning (Responsibility)</p> <p>Identifying and working with others who need support</p> <p>Showing an understanding of the principles of equality of opportunity</p> | <p>Developing ability to effectively work in groups/teams (i.e. demonstrating reciprocity).</p> <p>Being given opportunities to ask appropriate questions to the teacher and peers</p> | <p>appreciating others' points of view</p> <p>showing empathy for others;</p> <p>enjoying and appreciating cultural diversity;</p> |

SMSC and Embedding British Values at Falconer School

Falconer School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting these values means challenging opinions or behaviours at Falconer School that are contrary to fundamental British values.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC at Falconer Schools we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to 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;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of 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.
- The list below describes the understanding and knowledge expected of pupils as a result of Falconer School promoting fundamental British values.
- 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 wellbeing 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 choose and hold other faiths and beliefs is protected in law;
- an acceptance that other 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.

How will we achieve this?

Democracy:

Democracy is richly embedded within the school. Students have the opportunity to have their voices heard through our Student Council, student questionnaires, meeting with the Headteacher and through being a Head Boy, or Peer Mentor. Our school behaviour and values policies involve rewards and sanctions; this is shared through all aspects of school life and also shared with parents, carers and students.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies and OAA activities. Students 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 and Fire Service are welcomed to help reinforce this message.

Individual Liberty:

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for all students to make choices safely, through provision of a safe environment and an empowering approach through the education. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our OAA lessons. Students are further empowered through being part of the Student Council and being able to take part in student forums which link directly to the senior leadership team or governors. Students are given the freedom to make a wide range of choices from attending extra-curricular clubs to supporting fund raising events.

Mutual Respect:

As a school which holds values at the core of its ethos, our school values and behaviour policies have evolved around core values such as 'respect'. Every student has the right to 'Dream, Believe and Achieve', and students have been part of discussions and assemblies related to what this means and how it is shown. Respect is one of our values taught explicitly within lessons, assemblies and the school council. It is shared with home through newsletters and website information. Adults throughout the school model, demonstrate and promote respect for others.

Tolerance of those of Different Faiths and Beliefs:

At Falconer School we are a culturally rich and diverse school where students have unique opportunities to learn from each other by sharing and celebrating their different faiths and cultures. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed up and supported by learning in across the school. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.