



## **SMSC & BRITISH VALUES**

### **POLICY**

#### **Rational**

- To educate the pupils in the fullest sense so that they begins to realise their academic and personal potential.
- To create a safe, enjoyable and caring environment within which pupils can develop a sense of security and individual self-esteem.
- To develop a clear understanding of what is right and wrong and a respect for others, their opinions, their beliefs and their rights.
- To develop initiative, confidence, concern for others, independence and self-discipline in order to meet the challenges of life.
- To actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and to provide pupils with a broad general knowledge of public institutions and services in Britain.

#### **PURPOSE**

The School's aims and objectives offers an education in the fullest sense including the spiritual, moral, social and cultural development of each pupil. This development occurs throughout the whole curriculum, both within the classroom and in extra-curricular activities. The School emphasizes honesty, high standards of behaviour, respect for others, integrity and self-discipline. We work in partnership with parents and the community to provide instruction and guidance in all aspects of spiritual, moral, social and cultural development.

#### **GUIDELINES**

##### Spiritual development

Spiritual development includes personal beliefs and values, especially, but not exclusively, in connection with religion. Spiritual development may also be fostered through a deepening appreciation of music, art and literature. These areas, as well as those traditionally understood as religious, seek to help explore the values and meaning of life. The methodology adopted is that of discussion, exploration and reflection through what is taught in the curriculum, through participation in music, drama and artistic activity, through collective meetings and assemblies and through the School's ethos.

**We aim to foster the spiritual development of our pupils by:**

- Promoting an environment where every pupil is given the opportunity to reach his full potential regardless of race, disability or other equality issues.
- Providing a school ethos which is tolerant, non-judgemental and respectful of the individual beliefs and values of every member of the Greenhill Community.
- Modelling this ethos in the relationships established between staff and pupils and within the staff community.
- Demonstrating that there are many different legitimate belief systems, religion and ways of celebrating and that all deserve understanding and appreciation.
- Encouraging pupils to explore and develop that which inspires them and others through debate, discussion and reflection, both in class and through other opportunities that present themselves both in and outside school.
- Taking advantage of our teacher-pupil relationships to foster a climate in which aspects of spirituality may be discussed actively and openly without embarrassment or self-consciousness.
- Using the PSHE programme to allow the exploration of spirituality.
- Developing a sense of 'awe and wonder' both inside and outside the curriculum.

**Moral Development**

Moral Development is concerned with a pupil's knowledge, understanding, attitudes and behaviour to enable an individual to distinguish 'right' from 'wrong' and to respect the civil and criminal law of England. These are important assumptions and judgments about how people should behave and act. The intention is that the children, develop a sense of morality, will adopt and acquire value systems which are their own, together with an understanding that their behaviour and actions will significantly impact on those around them and encourage them to understand how they can make a worthwhile contribution within their local community and further afield.

**We aim to foster the moral development of our pupils by:**

- Maintaining an ethos which is characterised by mutual respect and tolerance throughout our school and the wider community.
- Defending these core values as the foundational context in which moral understanding develops and modelling them in staff attitudes and behaviour.
- Providing a clear framework of values and behaviours which is promoted consistently through all aspects of school life.
- Operating an effective and explicit system of sanctions and rewards which is based on reason and fairness.
- Giving pupils opportunities across the curriculum and, where appropriate, in extracurricular activities to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities. Offering pupils a degree of freedom and self-regulation (e.g., in the School Council), that is often greater than they have experienced previously, in order that they may develop their own moral values and understanding in a manner appropriate to their age, and to encourage them to take responsibility for their own moral decisions;
- Combining this sense of freedom with secure and effective support and monitoring mechanisms, in order that pupils may receive whatever support and guidance may be necessary as they develop their own moral awareness and values.
- Ensuring a prompt, decisive response to any expressions of discrimination, bullying or abuse.
- Addressing moral and ethical issues through formal debates, assemblies and the PSHE programme.
- Encouraging pupils to get involved in supporting charities and fundraising events and activities throughout the year

## **Social Development**

Social Development refers to the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community. The School can only complement and extend what the home and society in general can achieve. As they develop children will become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others within the group or community. Social development is closely related to the development of moral principles.

### **We aim to foster the social development of all of our pupils by:**

- Developing a pupil community that is anchored in shared values of respect, co-operation, self-discipline and friendship.
- Developing links between staff and pupils characterised by concern for individuals, open discussion and consultation and encouragement of individual personality and talents.
- In class settings, ensuring the practice of respectful listening to others and encouraging individuals to contribute with confidence.
- A preference for promoting co-operation and self-motivation, rather than hierarchy and imposed discipline.
- Providing a range of opportunities for larger scale group activities (assemblies, sporting, musical, dramatic events, fundraising and competitions etc.) to foster a sense of community amongst the whole pupil body.
- Ensuring that all pupils have a voice that is actively heard and taken into consideration (e.g. through the Pupil Council).
- Providing positive and effective links with the wider community (for example, through fundraising, the education programme, involving contributions from current parents and former pupils as well as external speakers and visits to local businesses, places of interest and religious venues).
- Providing opportunities for pupils to learn about, and to engage in, local and national democratic processes, including having democratic processes within the school whose members are voted for by the pupils (School Council, Prefects and Head Boy and Girl Elections etc.).
- Encouraging pupils to develop valuable personal qualities such as thoughtfulness, honesty and respect by acting as Monitors, School Council, Prefects, Librarians, Eco council, Sports Leaders and friendship monitors.
- Encouraging pupils to work co-operatively and providing opportunities for pupils to work in a variety of social groupings.
- Providing effective pastoral care and, where necessary, helping pupils to resolve any tensions and conflicts that may arise within school fairly, respectfully and considerately and providing additional pastoral care through the learning mentors.
- Encouraging pupils to support nominated year group and whole school charity events throughout the school year.
- Encouraging tolerance for individual, cultural and other differences. This, is supported and enriched by our long standing link with Mayfield Primary School in Oldham. Developing this link has helped the children to create an atmosphere in which pupils feel secure and form strong friendships which often span year groups, nationalities and cultural backgrounds.
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## **Cultural Development**

Cultural Development refers to the children's increasing understanding of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the children understanding and appreciation of the religion, language, music, art, drama, poetry, science and technology of the society in which they live and the changing historical context.

### **We aim to foster the cultural development of our pupils by:**

- Cultivating a harmonious, pupil community which is multi-ethnic and multicultural community is developing. We have a number of pupils from different nationalities and cultures and we value the richness and diversity, and the opportunities to learn from one another, that this gives to our school community.
- Tackling any issues of discrimination or prejudice directly and doing so in a way that ensures that any such occurrences become useful learning experiences for those involved and for others around them.
- Encouraging expressions of cultural diversity e.g. in the creative arts, through food (themed lunches) and language and through the curriculum.
- Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Giving pupils the opportunity to explore different values, beliefs, and cultures through a variety of approaches, including discussion and debate, in order to gain a broader cultural understanding.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness (regular visits to theatres and galleries and participation in a wide variety of competitions etc.)
- Trips give pupils extended and direct experiences of other cultures.

## **British Values**

The Department for Education requires 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. Our pupils are fortunate to be educated in a school which prides itself on its traditions and values yet has twenty first century facilities and resourcing.

These values have been recently audited in the curriculum and are also reinforced regularly.

### **As a school we aim to develop and nurture these by:**

- A well-structured PSHE programme.
- Planning an engaging Assembly programme with core ethical values and beliefs at its heart. By what they applaud, celebrate and encourage; assemblies make a significant contribution to the values which the School wishes to promote and develop.
- Visits from the wider community throughout the year including Police, NSPCC, The Mayor, Local MP's and the School Nurse.
  - Listening to pupils and teaching them to listen carefully and with concern for each other, respecting the right of every individual to have their opinions through circle time and P4C sessions.
  - Displays and publications: The School reinforces its ethos through imagery in displays, posters, and notice-boards as well as items on the website and in the newsletters.
  - Conducting pupil questionnaires and interviews.
  - Effective and well managed School Council, enabling pupils to actively participate in and experience the power of the democratic process.
  - Elections being held for Head Boy and Prefect positions.

- Pupils' electing their peers to represent them on the School Council
  - Charitable Events: Throughout the year, all members of the School community are encouraged to initiate, participate and contribute to events.
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- During the academic year there are occasions such as Remembrance Day, Christmas and Eid Celebrations as well as minute silences and acknowledgements on a local national or global scale
  - We encouraging pupils' to know, understand and exercise their rights and personal freedoms and advise them on how to exercise these safely, for example through e-safety lessons, meetings and guidance.
  - Religious Studies taught to all pupils across school. Our pupils are taught to understand that all citizens have the freedom to choose and hold faith and beliefs and that this right is protected in law.
  - Respect is a strong part Greenhill Academy's Ethos & Values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.
  - A broad and balanced curriculum which addresses many of these core values across a range of subject areas.
  - Extensive range of extra-curricular activities.
  - Having a clearly communicated Behaviour for Learning Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
  - Having a rigorous commitment to pupil safety (for example: trips and visits policy, Safeguarding procedures and Health and Safety procedures.)
  - Celebration of the diverse nature of our school community through the range of texts and resources across the curriculum.
  - Celebrating achievement beyond the classroom (in areas such as The Arts and Sport.)
  - Providing menu options to meet specific dietary requirements.
  - Making provision for specific periods of religious observance (such as during the month of Ramadan).
  - Providing an enriching and diverse Assembly programme.
  - Providing a PSHE programme that celebrates diversity, challenges stereotypes and addresses issues such as discrimination and prejudice in society as a whole.
  - Authorising absence appropriately for religious observance.
  - Ensuring that pupil rewards programmes offer rewards that are appropriate to those of all faiths and none.
  - Ensure pupils learn about how citizens can positively influence decision-making through the democratic process.
  - Respond appropriately to any reported incidents of a racist or discriminatory nature.
  - Liaising closely with the **PREVENT** team where necessary

**Policy written February 2021**