



“Creating excellence, embracing all.”

Spiritual, Moral, Social and Cultural Education (SMSC)

Including Promoting British Values Policy

(to be read in conjunction with PHSE policy and RSE policy)

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Botley School governing board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity



We are each unique and beautiful, but together we make a masterpiece.

This policy is underpinned by the following articles from the United Nations Committee on the Rights of a Child (UNCRC):

3: The best interests of the child must be a top priority

12: Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents have the right to give their children information about this right.

29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This should be read in conjunction with the following school policies:

- Positive Behaviour and Restorative Practice
- Religious Education
- Anti bullying
- Equality
- Curriculum subject policies

Definitions Spiritual Development

Pupils' spiritual development is shown by their:

- 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

Pupils' moral development is shown by their:

- 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

Pupils' social development is shown by their:

- **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

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**
- **willingness to participate in**, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural **opportunities**
- 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**.

Aims

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 will help children to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be 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.

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.

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, and RE lessons.

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
- An understanding of each person's uniqueness

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Botley we believe that a morally aware pupil 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 positive 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

Our school develops pupil moral development by:

- Using our School Values to provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Inculcating respect for their own rights and those of others
- Promoting racial, religious and other forms of equality and equity
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, truth, justice, equality of opportunity/equity, right and wrong
- 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
- Recognising and respecting the codes and morals of the 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 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 class charter for the classroom based on the values held by the school, based on the articles of the CRC. 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 collective worship, nurture groups, PSHE and circle time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, house points, Star of the Week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Botley 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
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life 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 experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing 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

Cultural development and Cultural Capital

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 understanding of cultural diversity
- An understanding of British culture has been shaped
- An understanding that cultures can change over time
- A regard for achievement in different cultures
- An awareness of how their life has been/can be enriched through cultural experiences

Cultural Capital was a term coined by the sociologist Pierre Bourdieu in the 1970s whose research provides the basis for our Cultural Curriculum definition. Botley School uses the following categories to define cultural Capital within our Curriculum Offer.

- **Embodied cultural capital** refers to the knowledge and skills that a person acquires through exposure to the social environment around them. This type of cultural capital is literally embodied within the individual. It includes linguistic skills, such as a broad vocabulary, and internalised behaviours, such as social etiquette.
- **Objectified capital** is the value attributed to cultural objects, such as works of art. Simply possessing such an item does not result in cultural capital but the ability to interpret and appreciate it does.
- **Institutionalised cultural capital** describes the value created through involvement with an elite organisation or by gaining recognised qualifications.
- **Technical cultural capital** refers to the technological skills and knowledge necessary to progress in life, e.g. IT skills.
- **Emotional cultural capital** refers to the ability to understand and manage emotions.
- **Subcultural cultural capital** refers to the possession of the knowledge and behaviour that is required to function within a particular subculture
- **National cultural capital** gives people a sense of belonging to a nation.

Medium term planning and the use of Curriculum Concepts ensure that Cultural capital and the diversity of other cultures both within modern Britain and throughout the world are identified and embedded into our school curriculum.

Our school develops pupils' cultural capital and understanding by:

- Ensuring pupils have access to a rich cultural vocabulary for every lesson
- Ensuring pupils have daily opportunities for discussion, debate and questioning.
- Ensuring that the planning identifies the key knowledge associated with the learning
- 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
- Emphasising cultural achievements through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and library visits
- Providing opportunities for children to learn about global cultures.
- Building an awareness of the historical elements that have built British culture
- Building an awareness of the diversity of British culture and the richness this brings

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events, Pupil Council, DEI Council, Energy Champions Council, Sports Leaders and House captains and contributing to the overarching ethos of the school.

SEND and Inclusion

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children and provide access to learning about SMSC for all pupils. Where appropriate, resources will be tailored to the needs of the individual pupil to support gross and fine motor control skills. Pupils who receive 1:1 support will have access to support during SMSC activities where appropriate to their needs. Learning and teaching will be ambitious for all and adapted to the individual needs of pupils where appropriate, however, the school recognises that not all pupils with identified special needs will automatically need additional support in SMSC and where pupils can access the learning and demonstrate their knowledge independently, this will be encouraged. For pupils with English as an Additional Language, teachers will ensure key technical and cultural vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

Promoting British Values

The DfE have reinforced 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. At Botley these values are reinforced regularly and in the following ways:

Democracy: Democracy is integral within the school/site. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires and elections for roles within their classroom. Our school involves rewards which the pupils vote on as a class group eg Golden time activities.

Further examples at Botley are:

- School Council (Elected and Report Classes)
- Class Elections (School Councillors, entrants to competitions eg Botley's got Talent etc.)
- FGB (Parents and Staff elected)
- Class debates
- Staff meetings (all staff have equal rights)
- Open door policy (parents/carers)
- Opportunities to formulate class working ethos (class charters)
- Offices
- Policies – Inclusion, Access, Equality to all
- Sport (mixed teams) in Inter and Intra class/year groups sports

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. At Botley we have 6 core values which are continually promoted and revisited, and which class, Key Stage or whole School assemblies are based around. These are enhanced by the curriculum concepts which are chosen to fit with our cross curricular teaching and individual phase planning. 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.

Further examples at Botley are:

- Class Charters (positive)
- Policies (Behaviour, Anti-Bullying)

- Reward systems
- Modelling of good behaviour, Peer Mediators, Anti-Bullying Champions
- Involvement with Police Community Support Officer
- School Council – Playtime Rules
- Visits to Junior Citizen, NSPCC
- CEOPS
- Cycling Proficiency
- Staff Contracts
- Code of Conduct
- Debates
- Policies

Individual Liberty: Within school, pupils 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 young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-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.

Further examples at Botley are:

- Pupil Voice (children encouraged to have and express own opinions)
- Vertical grouping on theme days for example
- Encouraging pupils' individual strengths
- Community links
- Independent thought – make choices
- Class jobs/monitors, hall monitors – all cared for environment/resources and happiness of other children
- School Council (liberty) Freedom to Speak
- Non School Uniform Days
- Charity work
- Self (homework, visits/trips, residential visits)
- Choose friendships
- Subject Leaders
- Choice to enter competitions/Extravaganzas etc.

Mutual Respect: Part of our school ethos and Behaviour Policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others eg International food days, Living in England Day, Disability Awareness weeks/days and this is reiterated through our classroom and learning rules, as well as our Behaviour Policy.

Further examples at Botley are:

- Manners
- Staff speak to children respectfully
- Adult child interaction
- House system, Star Award, Achievement Certificates – recognition of achievement
- Respecting/celebrating ALL achievements in and out of school – competitions eg football, gymnastics, Blue Peter badge winners etc
- Musical Extravaganza's
- Achievement for All
- Disability Awareness Day/week, special sports days for
- International Week, Living in England day, International Food afternoon
- Show and Tell/Sharing
- Awareness of activities around the school

- After school clubs run by staff are inclusive
- Assemblies – behaviour/Values
- Respect to visitors

Tolerance of those of Different Faiths and Beliefs: We are a socially and culturally diverse school. We aim to achieve tolerance through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies 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 to enhance learning within classes and the school.

- International Week, International Food Day
- RE policy- other World Faiths
- Celebration/ World Festivals
- House System – mixed ability/age groupings
- Visits to places of worship