SMSC Policy

(Including Early Years Foundation Stage)

Purpose

At The Granville we recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to:

- explore and develop their own values and beliefs, spiritual awareness;
- maintain high standards of personal behaviour;
- demonstrate a positive, caring attitude towards other people;
- gain an understanding of their social and cultural traditions and backgrounds;
- show an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world;
- actively promote the fundamental British values, whilst also challenging opinions or behaviours in school that are contrary to these values.

Our Granville School Values and our school ethos underpin all that we do (see appendix 1).

Since the 1988 Education Act, it has been a statutory requirement that schools should encourage pupils' SMSC development. This has always been a high priority at The Granville School.
This policy is written with due regard to: Independent school standards guidance

The School ensures that principles are promoted which:

- enable pupils to develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working within the school, in the locality in which the school is situated and to society more widely;
- provide pupils with a broad general knowledge of public institutions and services in England
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions and backgrounds; and encourage pupils to respect and support the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; paying particular regard to the protected characteristics set out in the Equality Act 2010.

- to provide pupils with the knowledge of the importance of staying safe and keeping healthy
- precludes the promotion of partisan political views in the teaching of any subject in the school; and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions:
    - while they attend the school
    - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
    - or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;

In addition, the school aims to:

- Lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity.
- Enable pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community.
- Take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.
- Enable pupils to understand that freedom to hold other faiths and beliefs is protected in law.

DEFINITIONS

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and 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
- understanding and appreciation of non-material aspects of life – religious, philosophical or other

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 and accept responsibility for their own behaviour
- 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
- understanding that the choices they make are vital determinants of their own success and well being

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and to demonstrate sensitivity and tolerance to those from different backgrounds and traditions
- 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

Ethos

At The Granville 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 including the ability to demonstrate initiative and independence and are proud of their achievements. Underpinning this are our Granville School Values (see Appendix 1).

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 the students to develop an inner discipline and will encourage pupils 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.

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 PSHCE, RSE, RE, Positive Education, Assemblies, Circle Times and Form Time activities.

Assemblies

Assemblies provide children with opportunities to reflect on ultimate questions. Religious themes, especially festivals, may be included, but religious views, although taken seriously, are not assumed to be shared or imposed. Shared moral values which nurture good relationships, taking an active part in society, commitment to human rights and preservation of the environment are the focus for our assemblies. Children, especially the Y6 Prefects, are given opportunities to work together to create their own assemblies and to use the expressive arts where appropriate. Assemblies may often have a multi-cultural dimension, eg, Birthday assemblies promote our 'Language of the week' and counting in a variety of languages to celebrate the students' diversity. Occasionally assemblies may reflect topical events, including national celebrations such as Remembrance Day. Assemblies can be used as opportunities for reinforcing the Granville School Values to improve levels of courtesy and respect and other character traits that we aim for the children to develop. They are also an opportunity to specifically teach the fundamental British values. On occasions, the school splits into different age ranges in order that the same message can be delivered for example: Online Safety, Bullying, but with age-appropriate content.

Relationships and role models

At The Granville, good relationships between pupils, staff, parents and between the school and the local community are always encouraged. This is made clear in information included in the staff and parent handbooks. Members of staff are expected without exception to be role models for the children in the respect they show to others and in their commitment to the school.

Extra-curricular activities

The enthusiastic support given by the parents to numerous activities and the excellent rapport between staff and parents is a feature of the school of which we are justly proud and seek to cherish. Links with the local community are formed in a variety of ways, for example by performing at St John's Church at Christmas, performing in The Stag Theatre, charity work for local charities such as Demelza House and Sevenoaks Loaves and Fishes Foodbank, singing in local old people's homes and at the train station, and visits by the children to Alpine Lodge, our local resident's home. Within school, we also foster these links with extra-curricular

provision such as International Day, celebrating key religious festivals and encouraging visiting speakers from a variety of religions and cultures.

Linked Policies:

PSHCE Policy

RSE Policy

Appendix 1

The Granville School Values

At The Granville, we value:

- Team spirit and making a positive contribution
- Integrity and honesty
- Tolerance and being kind
- Courage and perseverance
- Respect and being courteous