



— Kindness • Responsibility • Challenge —

Grouville School

— Always be the best you can be —



SMSC Policy 2023

(Spiritual, Moral, Social & Cultural)

UNCRC Article 2: You have the right not to be discriminated against.

UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 29: Your education should help you use and develop your talents and abilities.



This Policy should be read alongside other related policies: Teaching Learning & Assessment, PSHE&C, RE, Behaviour, Equal Opportunities.

Purpose

SMSC is the over-arching umbrella that encompasses personal development across the whole curriculum. At Grouville School we recognise that the spiritual, moral, social and cultural elements of students' education is crucial to their development as individuals, allowing them to take their rightful place in their community as a local, national and global citizen. It is about the values pupils are encouraged to hold, their attitude towards learning, knowledge and society.

Aims

At Grouville School, SMSC permeates the life and work of the school. We aim to provide pupils with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, foster attitudes of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral dilemmas, to examine the spiritual 'big questions' of life and to try to reach independent judgements. These aims are underpinned by our Gold Rights Respecting ethos.

SMSC (Spiritual, Moral, Social & Cultural) Development

Taken from the Jersey Schools Review Framework 2019

The Spiritual Development of pupils is shown by their:

Article 14: The right to think and believe what they choose and to practice their religion as long as they are not stopping other people from enjoying their rights.

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Examples include the RE curriculum, local visits and relationship with the local church, our Rights Respecting ethos, and assemblies.

The Moral Development of pupils is shown by their:

Article 13: The right to express their thoughts and opinions as long as it is within the law and doesn't stop others from enjoying their rights.

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law in Jersey
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about, moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Examples include the RE and PSHE & C curriculums, our Rights Respecting ethos, assemblies, visitors and many more.

The Social Development of pupils is shown by their:

Article 31: The right to relax, play and take part in a wide range of cultural and artistic activities

- use of a range of social skills in different contexts, including working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: they develop and demonstrate skills and attitudes, that will allow them to participate fully in and contribute positively to life.

Examples include the No Outsiders unit of work, choir performances at a local Old People's home, raising money for local charities, supporting Durrell, Peer mediators, Pupil voice groups and many more.

The Cultural Development of pupils is shown by their:

Article 29: Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Jersey's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Jersey
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

Examples include, the Eistedfod, Swimathon, multiple Island sporting events, No Outsiders unit of work, choir performances, church services, bell ringing, assemblies and many more.

Promoting Fundamental British & Jersey Values:

Article 29: The right to learn how to live peacefully and respect others

SMSC includes promoting fundamental British & Jersey values. Our children will understand and develop British values that focus specifically on our local community in Jersey. These values are: democracy, rule of law, individual liberty, mutual respect and tolerance. We think it's important everyone understands that while different people have different views about what is 'right' and 'wrong', all people are subject to the law of their country. We develop understanding of these values through assemblies, R.E. lessons, PSHE & citizenship sessions and our school ethos. Examples include: children visiting the State's Chambers, Prison Me No Way, learning about and reflecting on Remembrance Day, Liberation Day and visiting local historical sites.

Democracy

A democracy is a system where people are able to decide how their country or community should be run.

Promoting democracy: Providing experiences and opportunities for children to exercise their voice purposefully via School Council or Pupil Voice Groups. Providing opportunities for pupils to input on:

- what and how they learn
- how to improve our school

- the daily life of the school
- extra-curricular activities.

The rule of law

No one is above the law.

Promoting the rule of law: Providing experiences and opportunities for children to understand rules in the context of the school, Island and wider context. Providing opportunities for pupils to:

- know the reasons for setting rules
- understand the conduct and expectations required
- know the value and responsibilities around the laws that are there to protect us and the consequences when laws are broken
- visit and hear from authorities to reinforce the message.

Individual liberty

Freedom to live as you wish and believe what you wish within the law.

Promoting individual liberty: Providing experiences and opportunities for children to:

- make independent and informed choices within a safe, secure environment
- know, understand and exercise rights and personal freedoms and how to exercise these safely
- have a strong anti-bullying culture and understand the behaviours that enhance learning in a community
- have a sense of belonging, being included and part of a team.

Mutual respect

We might not always agree with other people, but we try to show respect for their thoughts and feelings.

Promoting mutual respect: Providing experiences and opportunities for children to:

- acknowledge School Values and Successful Learning Ingredients as a means to promote respect for one another and to help children to understand that their actions have an effect on the rights of others and themselves.
- providing opportunities for pupils to demonstrate a commitment to inclusion, and the recognition of diversity - demonstrating mutual respect, tolerance and understanding.

Tolerance and acceptance of those of different faiths and beliefs

A willingness to accept someone else's beliefs even though they may be different from your own.

Promoting tolerance of different faiths and beliefs: Providing experiences and opportunities for children to:

- develop an understanding of place in a culturally diverse society
- share faiths and beliefs, celebrating festivals throughout the year

- providing opportunities via routines, curriculum and literature to promote tolerance and understanding and developing the ability to respond positively to a range of artistic, cultural and sporting opportunities.

The Role of all staff: Teaching & Non-teaching

Article 3: Everyone who works with children should do what is best for each child

All staff will:

- Plan and celebrate opportunities that support children's personal development and SMSC across the whole curriculum and wider school
- Take advantage of ad-hoc opportunities to support, encourage and SMSC
- Maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution.

The Role of Senior Leaders:

Article 3: Everyone who works with children should do what is best for each child

Our Senior Leaders will:

- Ensure that personal development and SMSC are a priority at Grouville School
- Promote a culture of quality SMSC across the school
- Share resources and information related to SMSC development
- Review the effectiveness and impact of our policy and practice as part of our cycle of school development.

Monitoring and Progress

SLT and Subject Leaders will monitor personal development and SMSC within their subjects and the School Improvement Plan. School staff will work collectively towards achieving the SMSC Quality Mark to continuously monitor the schools progress of SMSC and work towards improving outcomes for children.

Monitoring and Review

Written by Sam Hall - September 2020

Due for review - September 2022

Reviewed April 2023 - Jill Stocke