



## **SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY (SMSC)** **Including FUNDAMENTAL BRITISH VALUES STATEMENT**

St Saviour's School Ikoyi is a faith-based school with Christian values and attitudes towards life, accepting children of all beliefs who share our core values.

We consider it important to foster a safe, caring and harmonious environment by teaching and modelling a biblical way of living; providing quality education for every child and enabling them to develop respect and consideration for all members of the school and demonstrate this teaching in their wider community.

### **1. RATIONALE**

At St Saviour's School the promotion of students' spiritual, moral, social and cultural development is a whole school issue. People form their values and attitudes in childhood. These may change over time, but those values and attitudes formed in early life are likely to have a strong influence on the adult person's role as a citizen.

As a school, we have a duty to provide a positive influence whilst at the same time allowing students freedom of expression and the ability to reach decisions for themselves (conformity and challenge). The example set by adults in the school and the quality of relationships is of particular importance in promoting spiritual, moral, social and cultural development.

Our values of 'physical, emotional and cognitive development for all' support the importance of the growth and development of all aspects of SMSC within the school community

We recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

### **2. AIMS**

- To promote inclusion
- To provide a safe learning environment where students can build self esteem
- To set realistic targets which both challenge and support all learners
- To ensure students receive a broad and balanced curriculum
- To provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures
- To ensure that all curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible



- To ensure that the integrity and spirituality of students from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families
- To ensure that students should understand the need for rules which should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements
- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable students to develop an understanding of their individual and group identity, their social and cultural environment and an appreciation of the many cultures that enrich our society
- To provide each student with the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility
- At Saviour's School our vision "to provide a safe, happy and challenging learning environment made up of children of diverse nationality who strive for excellence in all their pursuits and reach their full potential" exemplifies our attitude and approach to the importance of British values in the curriculum. In delivering the British values curriculum we aim to actively promote all aspects of British values and to enable our children learn about the world. British values are taught across the curriculum and in assemblies.
- By teaching of British values, we want our children to achieve the following:
  - **SPIRITUAL DEVELOPMENT**
  - As a school we aim to provide learning opportunities that will enable students to:
    - Sustain self-esteem in their learning experience
    - Develop capacity for critical and independent thought
    - Foster their emotional life and express their feelings
    - Experience moments of stillness and reflection
    - Discuss beliefs, feelings, values and responses to personal experiences
    - Form and maintain worthwhile and satisfying relationships
    - Reflect on, consider and celebrate the wonders and mysteries of life
  - **MORAL DEVELOPMENT**
  - As a school we aim to provide learning opportunities that will enable students to:
    - Recognise the unique value of everyone
    - Listen and respond appropriately to the views of others



- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgments
- Accept responsibility for their actions

#### • **SOCIAL DEVELOPMENT**

- As a school we aim to promote opportunities that will enable students to:
- Develop an understanding of individual and group identity
- Learn about service in the school and wider community

#### • **CULTURAL DEVELOPMENT**

- As a school we aim to promote opportunities that will enable students to:
- Recognise the value and richness of cultural diversity in the world and how this have influence on individuals and society
- Develop an understanding of the social and cultural environment
- Develop an understanding of global dimension.

### **3. PROCEDURES**

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions will give students opportunities to:

- Talk about personal experiences and feelings
- Express and clarify ideas and beliefs
- Speak about difficult events, e.g. bullying, etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others' needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging



- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, and critical awareness
- Many curriculum areas provide opportunities to:
  - Listen and talk to each other
  - Learn an awareness of treating all as equals
  - Agree and disagree
  - Take turns and share equipment
  - Work cooperatively and collaboratively
- The ethos of the school is reflected in the aims of this policy and will be developed using strategies such as:
  - School expectations that promote the development of self-awareness and personal responsibility.
  - School policies that promote equality of access and opportunity for all students.
  - Activities which encourage the development of initiative and understanding of living in a diverse community
  - An environment that is safe and secure
  - Visitors who provide positive role models for all students
  - Ceremonies and celebrations that promote the recognition of individual worth, spiritual awareness and reflective attitude to life experiences
  - Displays which reflect and encourage respect for diversity of cultures
  - colleagues who promote and demonstrate principles such as fair play, tolerance, respect, understanding, honesty, empathy and justice.
- Spiritual Development is encouraged through:
  - The values and attitudes the school upholds and identifies
  - The agreed common courtesies that the school has collectively adopted
  - Religious Education; acts of collective worship and other assemblies
  - Provide Out of School Hours learning opportunities each term via the OSHO calendar
  - The general ethos and climate of the school
  - A culture of listening and valuing the opinion of others
- Moral development is encouraged through:
  - An ability to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures
  - An ability to think through the consequences of their own actions
  - A willingness to express their views on ethical issues and personal values
  - The confidence to express their view if they consider they or another is being treated unfairly



- An ability to make responsible judgements on moral dilemmas
- Commitment to personal values regarding issues that are held to be right by some but wrong by others
- A considerate style of life
- Respect for other people's views and feelings as well as their own.
- An understanding of the need to reassess values and moral codes in the light of experience
- An understanding of the rights and responsibilities they have in the community and society in which they live

  

- Moral issues will be addressed through:
- The behaviour, sanctions and rewards policy
- Assemblies, Religious Education and PSHE
- Swiftly dealing with issues of injustice and discrimination; involving the students in the decision making where possible
- Providing a safe working environment in which students can express their views and opinions
- Model through relationships and interactions, the principles we wish to promote.
- Encourage students to take responsibility for their own actions and correct their behaviour as appropriate
- Acknowledge, praise and reward good behaviour
- Recognise a moral view that engages students to help those less fortunate themselves through charitable events and giving

  

- Social development is encouraged through:
- The students' ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- Working successfully as a member of a group or team
- An ability to share views and opinions with others and work towards consensus
- Respect for people, living things, property and the environment.
- Appreciation of others' rights and responsibilities
- An understanding of the structures of society and its organisation

  

- Social issues will be addressed through:
- Encouraging a sense of community
- Assemblies, PSHE and Religious Education
- Provide opportunities for students to work in a variety of social groupings both in and out of class and across the whole school.
- Provision of a full range of extra-curricular activities and sport
- Provide positive whole school experiences such as school productions, music events, assemblies, award and prize giving, residential opportunities, off timetable enrichment experiences.
- Provision of opportunities to attend cultural events outside of the school not normally part of the academic curriculum



- Encouraging students to develop valuable personal qualities: thoughtfulness, honesty, respect.
- An ability to resolve tensions and conflict
- Encouraging students to express their view about their school and how it can be improved e.g. Student Voice, Prefects Meetings

  

- Cultural development will be developed through:
- An ability to recognise their own cultures and values
- An ability to recognise cultural diversity and respect other peoples' values and beliefs.
- An openness to new ideas
- A willingness to participate in artistic and cultural events
- Ability to recognise and understand images and icons that have significance and meaning in culture

  

- Cultural issues will be addressed through:
- Celebration our students' individual gifts and talents
- Raising awareness of other cultures through assemblies, religious education, classical studies and history, modern foreign languages and interaction with our international students
- Provide opportunities for cultural exchange (French exchange)
- Provide opportunities for visits that aim to explore language, history and cultural achievement
- Provide opportunities to take part in cultural events such as drama productions, musical events
- Reporting incidents of racism and prejudice appropriately

#### **Fundamental British Values Statement: St Saviour's School Promoting British values.**

The DfE have recently 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 UK Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At St Saviour's School these values and standards are reinforced regularly and in the following ways.

#### **4. DEMOCRACY**

Each year the children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of the rules.

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class. The council has its own budget and is able to genuinely effect change within the school. Four council members for each year group are voted in by their class.



Each year the children in years 3-6 are able to nominate and vote for children to be house captains to lead the various houses in the school.

### **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. 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 Fire Service help reinforce this message.

### **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 provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHE lessons and assemblies. Whether it be through choice of learning challenge and participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect**

As a Rights Respecting School, mutual respect is at the heart of our values. Children 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.

### **Tolerance of those of Different Faiths and Beliefs**

St Saviours School is a multicultural school; therefore, we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE, IPC and international day activities reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At St Saviour's we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## **5. MONITORING & EVALUATION**

Provision for SMSC is monitored and reviewed on a regular basis by SLT. Subject leads identify aspects within their subjects to be included in teacher planning and monitor teacher plans and their evaluations and assessments. Subject leads will monitor resource provision, identifying shortfalls and provide feedback via staff meetings.



## 6. SUMMARY

All staff and students at St Saviour's School are expected to behave with integrity, tolerance and compassion in their dealings with one another.

We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good.

Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist, it will be routed out, and democracy and the rights of individuals will take centre stage.

Policy established and agreed:	February 2016
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Policy reviewed:	September 2025
Date of next review:	September 2027
Member of staff responsible for the policy:	Mrs Okwesa