



Spiritual, Moral Social & Cultural Policy & Practice

Including the promotion of British Values

Context

SMSC is about developing the 'whole' child. It is concerned with the child's spiritual, moral, social and cultural development.

All schools in England must show how well their pupils develop in SMSC.

Greenhall Nursery is a special LA Nursery for children aged 2-5 years old with physical disabilities and allied needs. Our school is an accessible, inclusive and integral part of the community. Due to the nature of our provision our catchment area is South of the county-wide. It is a school where diversity is celebrated and strong partnerships built and everybody is treated as a unique individual.

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "being British". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. At Greenhall, we believe in doing this in a way that is relevant to the age & stage of development of the children that we work with.

Mission Statement

At Greenhall, we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of life beyond Greenhall (see also Equal Opportunities Policy).

The four areas can be defined as:

- 1) Spiritual Development: is about being reflective about beliefs, values and aspects of human experience, using imagination and creativity and developing a curiosity in learning.
- 2) Moral development: relates to recognising right and wrong in school life and outside, understanding consequences, investigating moral and ethical issues and offering reasoned views.
- 3) Social development: involves using a range of social skills in different contexts, working well with others, resolving conflicts and understanding how communities work.
- 4) Cultural development has to do with responding positively to a range of artistic, sporting and other cultural opportunities and to understand, accept, respect and celebrate diversity.



At Greenhall, we aim to provide the following:

- A stimulating experienced based curriculum that is meaningful, appropriate and relevant to our children enabling them to maintain progress and reach their full potential
- A safe and secure learning environment
- A consistent approach to the delivery of SMSC development through the curriculum and the overall life of the school
- Close liaison and working partnerships with Parents/carers and other service providers
- Adults who are good role models and promote expected behaviour, treating everyone as unique and valuable individuals and show respect for students and their families

Spiritual

Greenhall will provide the opportunities for children to:

- Use their imagination and creativity in their learning
- Gain an understanding of feelings and emotions and their likely impact
- Explore beliefs, religious or otherwise and respect for different people's beliefs and values
- Experience moments of stillness and reflection
- Reflect on, consider and celebrate the wonders and mysteries of life
- Develop curiosity in their learning
- Foster an enjoyment and fascination in learning about themselves, others and the world around them
- Be as independent as possible

(This links to Characteristics of Effective Learning & Understanding the World – People & Communities)

Moral

Greenhall will provide opportunities for children to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Take initiative and act responsibly with consideration for others
- Make appropriate and informed decisions and choices
- Show respect for the environment
- Manage their own behaviour
- Develop and apply an understanding of right and wrong in their school life and life outside school.
- Understand the consequence of their actions

(This links to PSED & Understanding the World)

Social

Greenhall will provide opportunities for children to:

- Develop a positive self-image and an awareness of their rights and responsibilities



- Learn to be effective communicators (including the use of augmentative systems)
- Help others in school and the wider community
- Develop personal qualities valued in society e.g. honesty, consideration, independence and self-respect
- Exercise leadership and responsibility
- Form and maintain worthwhile and satisfying relationships
- Take part in a range of activities requiring social skills
- Work co-operatively and collaboratively

(This links to PSED)

Cultural

Greenhall will provide opportunities for children to:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Extend their cultural awareness through visits and residential trips
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school

(This links to Understanding the World – People & Communities)

In **promoting British Values**, at Greenhall Nursery – and in line with the individual pupils' age and capacity to understand the concepts and ideas – we aim to:

(Examples of how we might do this have been included in blue)

1. Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
People who Help Us and jobs they do e.g. Police, Fire Service, Ambulance. Celebrating the Queen and her role.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
Involvement in decisions related to play equipment
- Help pupils to express their views by providing ATAAC where appropriate and promoting the development of pupil voice & choice-making skills, teaching them how they can influence decision-making
- Teach pupils how public services operate
Encourage children to make choices and take part in simple voting
- Model how things can be challenged appropriately when they are seen to be 'unfair'

2. Rule of law

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to understand that following rules can help to keep them safe



- Include visits from the police in the curriculum
- Develop restorative justice approaches to resolve conflicts
Promoting how to be a kind friend, behaviour policy

3. Individual liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils
- Challenge stereotypes by providing opportunities for children to access a wide range of learning opportunities
- Implement a strong anti-bullying culture
- Follow the UNICEF rights respecting schools agenda
Promotion of pupil voice, choice-making, use of ATAAC, Dignity Courtesy & Respect policy, Behaviour Policy

4. Respect and tolerance

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
Exploring Celebrations and Festivals e.g. Harvest, Diwali, Christmas, Chinese New Year, Easter etc. Providing familiar story books in other languages.
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills (links to the Characteristics of Effective Learning)
- Discuss differences between people
Providing role-play equipment e.g. dolls of different genders and ethnicities & talking about these with children. 'All About Me' topic.

Where you can find SMSC in Greenhall?

Opportunities are created for the development of Spiritual, Moral, Social and Cultural Development through the curriculum, particularly through Communication & Language, Understanding the World and PSED, and in other wider school opportunities, for example;

- The curriculum as a whole
- Sharing together times
- Greenhall Behaviour Policy
- Structured reward systems
- Link visits with Marshlands School and Parkside School
- Educational visits
- Pupil voice & ATAAC provision
- Special days (fund raising, cultural experiences and immersion days)
- Safeguarding & online safety procedures



Monitoring Effectiveness

The Governors Curriculum Committee will monitor the effectiveness of this policy by reviewing practice. This may include undertaking focus learning walks, looking at displays, discussions with staff, parents and pupils, looking at photo books and the Headteacher's report to Governors and looking at pupils learning journeys (particularly with regards to how our children develop the characteristics of effective learning).

Policy Approved: March 2015

Policy reviewed and approved: March 2017

Review date: Spring 2019

Signed: Date:

(Headteacher)

Signed: Date:

(Chair of Governors)