



NINE ACRES COMMUNITY PRIMARY SCHOOL

South View, Newport, Isle of Wight, PO30 1QP

www.nineacrespri.iow.sch.uk 01983 522984

Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

We are **Articulate** We are **Passionate** We are **Persuasive** We are **Positively Influencing The World Around Us**

'Striving for Excellence'

SMSC and British Values policy

Nine Acres Primary School

Approved By:	Ben Britton
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Next Review Due:	December 2024



Section 78 of the Education Act 2002 states "School's should promote the spiritual, moral, cultural, mental and physical development of pupils and of society and prepare pupils for the opportunities, responsibilities and experiences of later life".

At Nine Acres Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) 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 and spiritual awareness,
- High standards of personal behaviour,
- A positive, caring attitude towards other people,
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of the cultures.
- Experience collective worship and the diversity that this promotes.
- Experiences beyond the classroom to promote deeper learning and understanding.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Nine Acres Primary and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not (These characteristics include sex, race, disability, religion or belief, sexual orientation)
- Foster good relations between people who share a protected characteristic and those who do not.

At Nine Acres, all of our curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school (Please read our school behaviour policy in connection with this).

We strive to ensure that all pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. We encourage our pupils to think and ask questions about religious law and why it is different from criminal and English Law (the law of the land).

Our pupils understand the need for rules and the need to abide by rules for the good of everyone. Our school and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This can be seen throughout the school and on our website and parent events where we share our experiences and our learning with the whole community, promoting acceptance and understanding of what Social, moral, spiritual and cultural beliefs we as a school share.

Our Mission

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure all children receive a planned weekly PSHE lesson that is based on the current needs of the children and their experiences.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society and school.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To make sure that all pupils regard people of all faiths, races and cultures with respect and tolerance.
- To experience different views and ways of life in real-life contexts outside of the classroom.

Spiritual Development

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

As a school, we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their 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

Moral development is knowing what is right and wrong and acting on it accordingly. It is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- 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 judgements.
- Acquire an appreciation of and respect for their own and other cultures by developing further tolerance within themselves.

Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.

- Learn about service in the school and wider community.
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Understand how citizens can influence decision-making through the democratic process
- Participate in a variety of communities and social settings, including volunteering and charity work.

Cultural Development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

Teaching and Organisation

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils 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. Teachers inspire pupils through the enthusiasm for and modelling of learning. All adults at Nine Acres Primary use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

Class discussions, weekly debates, assemblies and enrichment experiences through educational visits and experiences will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death 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 pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness to name but a few.

Our school values system is deeply embedded across the school and children can articulate how they are displaying these skills and attitudes. Children love receiving a weekly values certificate that promotes how they are showing others how they are modelling the school values through their work and behaviour.

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Learn outside of the classroom and experience real-life encounters of different view, beliefs and ways of life.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities, which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

- Visitors are welcomed into school regularly and we have a range of opportunities for our children to work with members of the community, including strong links with our local veterans, who work closely with children to develop not only their educational but social development.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Through the work and experiences that our children have when they are at Nine Acres, we want to equip children to be thoughtful, caring and active citizens in school and the wider community.

