

KNIGHTON HOUSE SCHOOL
Including THE ORCHARD PRE-PREP

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

The school takes an active approach in the promotion of the spiritual, moral, social and cultural development of our pupils; it is fundamental to the ethos of the school, which encourages all to pay due regard to moral considerations and to appreciate the value of respect, dignity, responsibility, self-knowledge and restraint. Many of the school's other policies (Behaviour and Discipline, Equality, Anti-Bullying, Equal Opportunities and PSHEE), together with all areas of the curriculum, contribute in various ways to SMSC education and experiences of later life in British Society. How we develop Social Moral Spiritual and Cultural values at Knighton House and how these values have synergy with the five Fundamental British Values is shown in the school's 2016 SMSC audit [SMSC Audit](#) and the recent update SMSC Audit Update 2019 [SMSC Audit Update 2019](#)

We aim to ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

In the EYFS, SMSC and British Values are actively taught and the concepts to build strong relationships and management of emotions promoted through SEAL [British Values in EYFS](#) and [SMSC in EYFS](#)

We actively provide for the religious, cultural and language needs of specific pupils

Spiritual Development

It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'. Not only RS and PSHEE, but also the arts, extra-curricular activities, educational visits, choices for our school library and class readers in English, assemblies and history may be used as a means of delivery of spiritual matters.

Moral Development

It is about the building of a framework of moral values for pupils which regulate their personal behaviour, and the pupil's growing understanding of right and wrong. It is also about the development of pupils' understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society.

Cultural Development

Cultural development is about pupils' understanding their own culture, other cultures in their town, region and in the country as a whole. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the world of shared experiences provided by television, travel and the Internet. It is about understanding that cultures are always changing and helping pupils understand and cope with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

At Knighton House we provide opportunities for children's spiritual development through:

- giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- where children already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them;
- encouraging children to explore and develop what animates themselves and others;
- encouraging children to reflect and learn from reflection;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals; promoting teaching styles which:
 - value childrens' questions and give them space for their own thoughts, ideas and concerns;
 - enable children to make connections between aspects of their learning;
 - encourage children to relate their learning to a wider frame of reference - for example, asking 'why', 'how' and 'where' as well as 'what';
- giving children the opportunity to learn about different beliefs and views, and to develop the ability to express their own in an informed and unprejudiced way;
- encouraging children to appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different people express beliefs and live their lives as a form of spiritual expression;
- allowing time for children to reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.
- giving children the opportunity to express a sense of delight at their own and others' achievements;
- developing an understanding that quality of life can be influenced through an interaction with other people, nature, the arts and sciences;
- recognising and valuing the worth of everyone's contribution to our school community;
- express themselves creatively within the curriculum and extra-curricular activities;
- planning for children to encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena;
- using the local environment to reflect on and celebrate nature as a source of inspiration.

At Knighton House we provide opportunities for children's moral development through:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting racial, religious and other forms of equality;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of

- opportunity, right and wrong;
- developing an open and safe learning environment in which pupils can express their views and practice moral decision-making;
- rewarding expressions of moral insights and good behaviour;
- modelling, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforcing the school's values through images, posters, classroom displays, exhibitions, etc; and
- encouraging children to acquire self-discipline and make responsible use of their talents;
- encouraging children to distinguish between right and wrong and take responsible actions when deciding how they should act;
- practicing those skills needed to form and sustain good relationships including; respect for privacy and property, loyalty, trust and confidence;
- encouraging children to acquire the will and ability to be responsible members of our community;
- recognising, when appropriate, the moral dilemmas which may occur in particular social contexts;

At Knighton House we provide opportunities for children's social development through:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values which ensure that everyone can flourish;
- encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive team experiences - for example, through assemblies, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect;
- helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing opportunities for pupils to exercise leadership and responsibility;
- working co-operatively and collaboratively with each other in the pursuit of shared goals;
- working with others in situations of trust and responsibility;
- understanding the importance of, and actively participating and contributing to the life of our school and the wider community;
- taking responsibility and care for others;
- agreeing and putting into practice accepted codes of social conduct;
- being aware of their social responsibilities within their own actions;

- interacting positively with other pupils;
- developing self-respect and commitment to others and tasks;

At Knighton House we provide opportunities for children's cultural development through:

- providing opportunities for pupils to explore their own cultural assumptions and values;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- extending pupils' knowledge and use of cultural imagery and language;
- recognising and nurturing particular gifts and talents;
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- reinforcing the school's cultural values through displays, posters, exhibitions, etc;
- drawing upon a broad range of cultural traditions to recognise and appreciate the experiences, values, traditions and work of others;
- recognising and appreciating that different cultures have similar and different ways of expressing their beliefs and emotions through the arts;
- developing appreciation of and sensitivity towards cultural traditions; and monitoring in simple, pragmatic ways, the success of what is provided.
- Links with the wider community
- Visitors are welcomed into our school.
- Links with the local church are fostered.
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities – Julia's House, NSPCC, Margaret Green Foundation, Toilet Twinning, Bubbles and Hair Homeless charity, Bournemouth Women's Refuge among others.

The development of a strong home-school communication is regarded as very important, enabling parents and teachers to work in an effective partnership to support all the children.

Updated:

Next Review: **Currently Under Review – School Merger**