



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Spiritual, Moral, Social and Cultural (SMSC) Policy

Overview

At Holton Sleaford Independent School, we have no religious bias (agnostic) and we believe that personal development correlates with academic development as it impacts a student's ability to learn and achieve. As a result of this, we aim to create a learning environment that provides learners with the opportunity to explore and develop their own values and beliefs. This environment will also enable the pupils to become more spiritually aware, develop high standards of personal behaviour and show empathy, respect and tolerance towards the different cultural traditions found all over the world, especially within British Society. This policy supports Holton Sleaford Independent School's British Values Statement.

Definitions

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings, and values.
- 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.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- recognition of legal boundaries and, in so doing, respect the civil and criminal law of England.
- 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.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example 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 British 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 in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Objectives

Holton Sleaford Independent School's ethos of holistically developing our pupils encompasses SMSC and therefore, the following objectives:

1. **Spiritually** develop our pupils so that they are creative in the way that they approach challenges and are critical and reflective of their outcomes.
2. **Spiritually** develop our pupils so that they are inquisitive and enjoy their learning.

3. **Spiritually** develop our pupils to respect and tolerate the wide range of cultures within the local, national, and global communities.
4. **Morally** develop our pupils to recognise the difference between right and wrong.
5. **Morally** develop our pupils to be respectful to each other.
6. **Morally** develop our pupils to be able to discuss issues openly.
7. **Socially** develop our pupils to be able to work with resilience and in collaboration with others.
8. **Socially** develop our pupils so that they are happy to work and socialise with pupils from different religious, ethnic, and socio-economic backgrounds.
9. **Socially** develop our pupils to take an active part in running the school.
10. **Culturally** develop our pupils so that they show interest in investigating their own and others' heritage.
11. **Culturally** develop our pupils so that they are open to participating in extra-curricular activities.
12. **Culturally** develop our pupils so that they accept and respect diversity.

We have an array of strategies to support these objectives:

Strategies

1. Encourage pupils to be reflective about their behaviours, their academic work, and their peers. This will be evidenced in the 'Self-Care', 'Cooperation' and 'Communication' areas of the Self-Co Behaviour Tracker.
2. Encourage pupils to seek academic challenges and push themselves to achieve their potential. This will be evidenced in the 'Self-Confidence' area of the Self-Co Behaviour Tracker.
3. Encourage pupils to show empathy and consideration when learning about local, national, and global communities. We will promote cultural values, encourage pupils to understand their personal role within their community and help our pupils to volunteer locally. This will be evidenced in the 'Community' area of the Self-Co Behaviour Tracker.
4. Encourage pupils to understand the need to uphold the rule of law and support freedom, justice, and equality. This will be evidenced in the 'Self-Control' and 'Cooperation' areas of the Self-Co Behaviour Tracker.
5. Encourage pupils to show respect when communicating appropriately with others, working as a team (leading by example), fulfilling their personal role within society. This will be evidenced in the 'Cooperation', 'Communication' and 'Community' areas of the Self-Co Behaviour Tracker.

6. Encourage pupils to hold open discussions about issues with either themselves, their peers, or associates. Pupils will learn to present their opinions appropriately and show empathy and understanding of any different opinions. This will be evidenced in the 'Cooperation', 'Communication' and 'Community' areas of the Self-Co Behaviour Tracker.
7. Encourage pupils to work in teams, leading by example and vocally. This will be evidenced in the 'Cooperation' and 'Communication' areas of the Self-Co Behaviour Tracker.
8. Encourage students to accept and embrace cultural beliefs and differences to form teams and friendships. This will be evidenced in the 'Cooperation' area of the Self-Co Behaviour Tracker.
9. Encourage pupils to show leadership qualities when partaking in activities and offer the role of Head Boy/Girl to be voted by the students. This will be evidenced in the 'Cooperation', 'Communication' and 'Community' areas of the Self-Co Behaviour Tracker.
10. Encourage pupils to develop an understanding of the local, national, and global cultural values and traditions. This will be evidenced in the 'Community' area of the Self-Co Behaviour Tracker.
11. Encourage pupils to challenge themselves to seek further participation in extra-curricular activities to push themselves to achieve their potential. This will be evidenced in the 'Self-Confidence' area of the Self-Co Behaviour Tracker.
12. Encourage pupils to accept and respect diversity. This will be evidence in the 'Cooperation' and 'Community' areas of the Self-Co Behaviour Tracker.

To ensure that these strategies are enforced to achieve our objectives, there will be time allocated within 'tutor time' for pupils to reflect and discuss with staff and their peers how they have shown SMSC development. The Self-Co Behaviour Tracker will also be used in regular meetings with staff, pupils, guardians, and other relevant associates so that each pupil's progress is frequently monitored.

Tutor Time – SMSC and RE Focus

During Tutor Time pupils will have the opportunity to gain knowledge of SMSC and RE related issues not otherwise covered in the HSIS curriculum offer.

Term 1	Religion
Term 2	Festivals and Celebrations
Term 3	Politics
Term 4	E-Safety
Term 5	Protected Characteristics
Term 6	Raising Awareness

Our termly themes will then be subdivided into topic areas to cover over the course of each term, usually one for each week. The breakdown of topics covered can be found below.

Theme	Topic	Learning Opportunities
Religion	Christianity	Systems of belief, tenets of faith, global spread and origins.
	Islam	
	Judaism	
	Hinduism	
	Sikhism	
	Buddhism	

Theme	Topic	Learning Opportunities
Festivals and Celebrations common in Britain	Ramadan	When they happen and what purpose they serve, related traditions and examples through multiple medias.
	Eid	
	Christmas	
	Easter	
	Diwali	
	Hanakkuh	

Theme	Topic	Learning Opportunities
Politics	Democracy	Meanings of each, how they impact us and our families/loved ones, together with how we as individuals interact with them.
	Rule of Law	
	Individual Liberty	
	Rights and Responsibilities	
	Local Government	
	National Government	

Theme	Topic	Learning Opportunities
E-Safety	Staying Safe Online	Introduction to each topic, run through of examples and safe responses/actions. This is very much an awareness exercise and signposting to additional resources.
	Cyber-Bullying	
	Internet Security	
	Viruses and Breaches	
	Smart Phones	
	Social Media	

Theme	Topic	Learning Opportunities
Protected Characteristics <i>(Religion & beliefs covered in terms 1,2 and 3)</i>	Age	Historic reasons for and examples of discrimination, reason for protected characteristics, how and why they are protected in law and guidance.
	Disability	
	Gender re-assignment status and sexual orientation	
	Marriages and Civil Partnerships	
	Sex, Pregnancy and Maternity	
	Race	

Theme	Topic	Learning Opportunities
Raising Awareness of Protected Characteristics <i>(tolerance)</i>	Notting Hill Carnival	When and where they happen and what purpose they serve, related protected characteristic and examples through multiple medias.
	Black History Month	
	Invictus Games	
	Paralympics	
	Day of the Dead	
	New York Pride	

These themes are subject to change if significant world events take place.

Outcomes

These strategies will allow all associated with Holton Sleaford Independent School to spiritually, morally, socially, and culturally development in a better version of themselves. This personal development will support each pupil's academic development and they will leave Holton Sleaford Independent School a functioning member of British Society.

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