

# Oak Field School and Sports College

## Spiritual, Moral Social and Cultural Policy

This policy should be read in conjunction with:

Behaviour Policy  
Governors' Written Statement of Behaviour Principles  
Religious Education Policy  
PSHE and Citizenship Policy  
International Dimension in the School Curriculum Policy

At Oak Field School, the spiritual, moral, social and cultural aspect of education is regarded as a core entitlement for all pupils. The education permeates every aspect of the pupils' life and work in school. British Values are promoted through the school's Spiritual, Moral, Social and Cultural (SMSC) curriculum. The school strives to ensure that SMSC is embedded in the culture of the school, taught overtly in PSHE and Citizenship Education, Religious Education and through the International Dimension.

### **Promotion of British Values**

The school seeks to promote British Values by;

- \* enabling students to develop their self-knowledge, self-esteem and self-confidence;
- \* enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- \* encouraging students to 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;
- \* enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- \* furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other

cultures;

- \* encouraging respect for other people; and
- \* encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

**The Governors expect that the education encourages;**

- \* an understanding of how citizens can influence decision-making through the democratic process;
- \* an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- \* an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- \* an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- \* an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- \* an understanding of the importance of identifying and combatting discrimination.

**Spiritual Education**

“Spiritual development is an important element of a child’s education and fundamental to other areas of learning.”  
(National Curriculum)

At Oak Field School we encourage pupils’ spiritual awareness and development by:

- Providing opportunities for pupils to explore values and beliefs, including religious beliefs and the way in which

they impact on peoples' lives.

- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Supporting the use of imagination and creativity in their learning.
- Supporting the pupils in reflecting on their experiences.

At Oak Field we strive to provide opportunities for pupils to experience "awe and wonder" and to develop a sense of themselves in relation to the wider world. We seek to motivate pupils to be curious about their world and develop an understanding and appreciation of others. We wish them to be accepting of and have respect for difference.

Above all we wish to provide learning opportunities which encourage pupils' own thoughts and ideas.

### **Moral Development**

- Pupils are encouraged to abide by a moral code which challenges discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Pupils are encouraged to make informed choices, recognizing the difference between right and wrong.
- They are supported in understanding the consequences of their own behaviour and actions. For those with appropriate understanding they are made aware of the civil and criminal law of England.
- Pupils are given opportunities for reflection and development of their own opinions.
- They are supported in understanding that there will be issues where there is disagreement and the need to respect others' views.
- Pupils are encouraged to challenge behaviour such as dishonesty, injustice and discrimination.

### **Social Development**

- Pupils are encouraged to develop an understanding of the role they play within the school community and wider society both currently and in the future.
- Pupils are encouraged to show respect for staff, peers

- and visitors and supported in team work.
- Pupils are encouraged to relate positively towards others, participate in the community and develop an understanding of being a good Citizen.
  - Pupils are encouraged to volunteer and co-operate with others both in school and in the community.
  - Pupils are encouraged to develop skills and personal qualities, necessary for living and working together.
  - Pupils are supported to function effectively in a multiracial, multicultural society.
  - Many opportunities are given for pupil voice.
  - They are encouraged to take responsibility and where possible to develop leadership skills.

## **Cultural Development**

- Pupils are encouraged to understand, appreciate and value their own culture, other cultures in their community, the UK and worldwide. Cultural diversity as well as interdependence, is explored and valued.
- Pupils are encouraged to consider what aspects of a culture are the same and what are different and how these are changing.
- Cultural development is seen by the school as being fundamental to promoting social cohesion.
- Pupils are encouraged to be curious and develop a greater understanding. They are exposed to a rich diet of cultural stimuli, including music, art, drama, literature and faith.
- Visits and visitors to school are widely encouraged for pupils to appreciate the wealth of cultural traditions and beliefs associated with different communities.

December 2015

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