

Including Sandleford, our Early Years Foundation Stage provision

**The Spiritual, Moral, Social and Cultural Development of Pupils**

<b>Authorised by</b>	resolution of the Board of Governors
<b>Date</b>	Autumn 2010
<b>Reviewed</b>	Autumn 2013
	Autumn 2014
	Summer 2015
	Summer 2017
	Summer 2019 (1-0-1)
	Spring 2021 (1-0-2)
	Autumn 2023 (1-0-3)

St Gabriel's is deeply committed to promoting principles which lead to the spiritual, moral, social and cultural development of its pupils. We aim to give pupils the knowledge and skills to play a confident, informed role in society, have a fully developed values system, and be able to interact with other people in a positive way. This policy has particular regard to the DfE Independent Schools Standards (Guidance for Independent Schools) April 2019 and the Equality Act 2010. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs using guidance contained in Promoting Fundamental British Values as part of SMSC in Schools (November 2014).

In particular, we aim to:

**Actively promote Fundamental British Values by**

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries. Through this, pupils will also be given an understanding of how citizens can influence decision –making through the democratic process.
- ensuring 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,
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths and that the freedom to hold other faiths or beliefs is protected by law.
- visiting the Magistrates' Court, Houses of Parliament & the Supreme Court, and participation in our citizenship programme and assemblies.

Including Sandleford, our Early Years Foundation Stage provision

**Enable our pupils to develop their self-knowledge, self-esteem and self-confidence.**

- Pupils are encouraged to be reflective - through assemblies, through RPE lessons, through PSHE and RSE lessons, individual pupil interviews and academic tutoring.
- We aim to provide a happy, secure, nurturing and supportive environment through:
  1. strong pupil/teacher relationships which enjoy a mutual trust and respect
  2. the provision of a safe environment that is both physically and psychologically secure
  3. encouraging positive and supportive pupil/pupil relationships as reinforced by the ethos of the school.
- We take every opportunity to celebrate pupils' achievement so as to develop self-esteem and a 'success for all' culture; be it either for a group or an individual, through the House point system, assemblies, newsletters, Sports' Day and Speech Days.
- We provide opportunities for pupils to develop self-confidence in and out of the classroom through:
  1. a supportive environment in lessons that is free from ridicule and where pupils are at ease questioning and taking risks.
  2. regular opportunities to perform through music, drama and dance
  3. involvement in interactive assemblies in the Early Years Foundation Stage and Junior School together with form assemblies throughout the school.
  4. a wide range of activities and clubs which are inclusive and promote achievement
  5. extra-curricular opportunities to develop team work and leadership skills such as sports teams, choreography opportunities for Dance Clubs, organising charity events, Junior Sports Leader Award, Duke of Edinburgh Award Scheme etc.

**Enable our pupils to distinguish right from wrong and to respect the criminal and civil law of England.**

- We clearly communicate the ethos and expectations of the School, not merely in policy documentation but in our daily lives, through assemblies and a positive, congratulatory demeanour.
- We aim to apply consistently and fairly the School's Code of Conduct.
- We discuss issues of appropriate behaviour and forgiveness both in school and at home openly in the PSHE programme.
- We aim to build an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Pupils will 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

**Enable our pupils to accept responsibility for their behaviour, to show initiative and to understand how they can contribute positively to the lives of those living and working in the local community and to society more widely.**

- We help our pupils to see the effect their inappropriate behaviour may have on others through pro-active and re-active pastoral care and a 'no blame' approach to bullying.
- We welcome pupil initiatives in school and adopt a 'can do' approach whenever possible. We take up pupil suggestions and encourage pupils' organisational skills, e.g. additional sports clubs/coaching, charity initiatives, school birthday celebrations, fashion shows, directing house drama productions.

Including Sandleford, our Early Years Foundation Stage provision

- We provide opportunities for our pupils to contribute to community life by maintaining close relationships with local sports clubs, teams and dance clubs; local orchestras, wind bands and choirs; local churches and schools, OAP day care centres and MENCAP centres.
- We maintain excellent relationships with local schools through independent and state school partnerships and by inviting local primary children to take part in our enrichment programme including Maths Challenges, creative and performing arts workshops, general knowledge quizzes and sports competitions and training days.

**Enable our pupils to acquire a broad general knowledge of and respect for public institutions and services in England.**

- Lessons are planned (during PSHE and other subjects) that teach how public institutions (e.g. Parliament, the police force) and services (e.g. healthcare and education) operate. Visits are made to local and national institutions and visiting speakers (e.g. politicians, members of the emergency services) pass on their experiences to the pupils during assemblies and extra-curricular talks.
- The school aims for pupils to build 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.

**Help our pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.**

- Our pupils will build an acceptance that people having different faiths or beliefs to them (including those people who leave their faith or those who hold no faith) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour.
- We provide our pupils with a knowledge and understanding of their own and other cultures through RPE lessons, assemblies, services, visiting speakers and visits. This enables pupils to encounter people of different faith backgrounds.
- We provide opportunities for our pupils to extend their awareness and understanding of other cultures through the curriculum, activities and trips and visits. Specific examples will vary from year to year but recent visits include France, Belgium, Germany and Greece and through the World Challenge programme.

**Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.**

- Our PSHE programme teaches our pupils to respect all others and this is further reinforced during RPE lessons and by seeing others in the school model this respect. Our pupils will build an understanding of the importance of identifying and combatting unfair or illegal discrimination. Pupils will be taught not have a negative or restrictive view of a person because of their gender, race or other protected characteristics.

**Encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England.**

- Again, lessons within the PSHE programme and other curriculum subjects encourage respect for democracy. The school holds mock elections and referendums and pupils are encouraged to vote for their class representatives regularly. In addition, the school council meets regularly and the representatives on this council ensure that they seek the views of those they represent.

**Including Sandleford, our Early Years Foundation Stage provision**

- Through these activities pupils are actively encouraged to understand why democracy is perceived within the UK as the fairest form of political organisation, understand why taking part in democracy is a good thing and understand why law making on the basis of representation in Parliament is seen as better than alternatives.

**Preclude the promotion of partisan political views in the teaching of any subject**

- No teacher or visiting speaker will actively encourage pupils to support any particular political viewpoint by presenting one-sided political views. Where political issues are brought to the attention of pupils in lessons or during extra-curricular activities, they will be offered a balanced (fair and dispassionate) presentation of opposing views over a period of time.
- The school will take care to ensure that views are clearly explained and not evidenced by misleading data. Pupils will be given the opportunity to form an independent view of the material presented.
- The visiting speaker policy requires all speakers to be risk assessed and they are required to sign a declaration setting out their awareness of the school's requirements. The school keeps a register of visiting speakers and will take steps to address any imbalance that might arise. The school will ensure that teachers are aware of professional standards relating to personal and professional conduct.

**Develop in our pupils an awareness of the spiritual dimension of life**

- We aim to develop in our pupils a sense of awe and wonder at the world and the universe through assemblies, through RPE, through the curriculum and by exploiting world events and news items as they occur.
- We encourage pupils to explore their own spiritual journey through school communion services and Christian union meetings.
- We encourage our pupils to see art, music and dance as a way to explore the existence of the spiritual dimension.
- We encourage our pupils to address the big question of existence through debate, in Debating Society, RPE lessons, PSHE lessons and assemblies.

The school will ensure that content is taught as appropriate to the age and ability of pupils, including those with Individual Needs. Advice will be taken from the Coordinator of Individual Needs as appropriate

Including Sandleford, our Early Years Foundation Stage provision

Date	Version	Changes
Summer 2019	1-0-1	Additions to policy to reflect DfE Independent Schools Standard (Guidance for Independent Schools) April 2019
Spring 2021	1-0-2	Addition to Aims to reflect ISI Commentary Sept 2020 Examples of protected characteristics added to Equality Section Further safeguards added to Political views section. Reference to advice from Indv Needs added
Autumn 2023	1-0-3	Policy updated with recent activities