

## Whole School Spiritual, Moral, Social and Cultural Policy (SMSC)

### Purpose

The purpose of this policy is to provide a clear framework for the provision of SMSC across the school curriculum in order to best prepare our students to live full active lives as part of their community as they mature into adulthood. This policy also complies with BSO, ISI and Keeping Children Safe in Education requirements.

### Aims and objectives

At IBSB, we strive to create a learning environment which promotes respect, diversity, and self-awareness and equips all of our pupils with the knowledge, skills, attitudes, and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting, and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

This policy is written incorporating the 30 High Performance Learning VAA and ACP Competencies, as they relate 'How Good Learners Behave and Think'. Refer Appendix 1.

### Definitions

#### Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

#### Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

#### Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels



## Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

## School Ethos

At IBSB, the children and their learning are at the very heart of every decision made. We aim to develop our children as High Performance Learners who are passionate, take ownership of their learning, and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, a pupil, parent, or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour marked by respect and responsibility.

The school will help the students to make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

## Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social, and cultural needs. SMSC should be present in all subject lessons, through cross curricular activities, and in PSHE lessons and activities.

## Spiritual Development

Planned opportunities for spiritual development can be seen in all subjects across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth, and purposefulness



The school will develop an ethos within which pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g., when listening to music in a music lesson, discussing the care needed for animals, exercising empathy or creativity, discussing how we live, contemplating the future, etc.

## **Moral Development**

At IBSB we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- The ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- The ability to think through the consequences of their own and others' actions
- The ability to make responsible and reasoned judgements
- A commitment to personal values
- Respect for others' needs, interests, and feelings, as well as their own
- A desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

### **Our school supports moral development by:**

- Providing a clear moral code of the behaviour expectations as a basis for conduct around school, which is promoted consistently through all aspects of the school and is highlighted through display in all classrooms
- Promoting racial, religious, and other forms of equality through global learning
- 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
- Promoting agreed values: friendship / respect / perseverance / responsibility / kindness / creativity. These are promoted through display and actions.
- 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 through awarding certificates, e.g. "Star of the Week" certificate in Primary Monday assembly
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- 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 and assemblies; reinforcing the school's values through images, posters, classroom displays, etc., and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children

to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through PSHE/Life skills/P4C sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, public recognition (e.g. Inspire to Achieve), and other means that highlight both academic and social achievements (please refer to our Behaviour for Learning Policy).

## Social Development

At IBSB we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property, and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures, such as the family and school
- Understand the notion of interdependence in an increasingly complex society

### **Our school develops pupil social development by:**

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious, and other forms of equality
- Encouraging pupils to work co-operatively in lessons and in outside learning
- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, residential experiences, whole events, such as United Nations Days, school productions and performances
- Helping pupils develop personal qualities, which are valued in a civilised society; for example, kindness, responsibility, respect for difference, moral principles, self-respect, and an awareness of others' needs
- Providing opportunities for engaging in the democratic process such as School Council elections
- Providing opportunities for pupils to exercise leadership and responsibility; for example, as House Captains, Student Council representatives, junior and senior school prefects, CAS programme participants, MUN and debating team members.

## Cultural Development

Children should be made aware of the diversity of other cultures. This can be done through music, PE, art, cross curricular studies, geography, history, and many other curriculum



subject areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

### **Our school develops pupils' cultural development by:**

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- 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
- Reinforcing through developing partnerships with outside agencies and individuals to extend pupils' cultural awareness; for example, theatre, museum, and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE/life skills and MFL.

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils add their input to what happens within the school and classroom. Our desire is for pupils to know that their opinions, ideas, and expertise are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, organising and contributing to specific school events and activities, and contributing to the overarching ethos of the school. For example, the School Council representatives meet regularly and before each meeting, the class reps on the Student Council invite pupils in their class to share anything for the agenda, and at specific times carry out questionnaires to collect student opinion. Reps also feedback to their classmates.

### **Monitoring and review**

The planning and coordination of SMSC are the responsibility of the Head of Pastoral Care in the Primary School and Key Stage Coordinators in the Secondary School, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC
- Give the Head of Primary/Secondary regular feedback in which evaluations of the strengths and weaknesses (reflections) of events with regard their impact upon the ethos of the school and indicate areas for further improvement
- Ensure evidence of student work in this area is shared via school multimedia posts
- Keep a record of SMSC events and its impact on the school environment

### **Related Policies**

PS/SS Behaviour for Learning Policy

PS/SS Curriculum Policy

PS/SS PSHE Policy

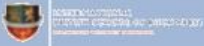

PS/SS Prefect Policy

PS/SS School Council/Executive Committee Policies

## Whole School Anti-bullying Policy




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## Appendix 1

# HOW GOOD LEARNERS BEHAVE

## Values Attitudes and Attributes (VAAs)

EMPATHETIC		
	<b>Collaborative</b>	The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.
	<b>Concerned for society</b>	The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.
	<b>Confident</b>	The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.
AGILE		
	<b>Enquiring</b>	The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.
	<b>Creative and enterprising</b>	The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.
	<b>Open-minded</b>	The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.
	<b>Risk-taking</b>	The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.
HARD WORKING		
	<b>Practice</b>	The ability to train and prepare through repetition of the same processes in order to become more proficient.
	<b>Perseverance</b>	The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.
	<b>Resilience</b>	The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.

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# HOW GOOD LEARNERS THINK

## Advanced Cognitive Performance Characteristics (ACPS)

META-THINKING		
	<b>Meta-cognition</b>	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
	<b>Self-regulation</b>	The ability to monitor, evaluate and self-correct
	<b>Strategy-planning</b>	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
	<b>Intellectual confidence</b>	The ability to articulate personal views based on evidence
LINKING		
	<b>Generalisation</b>	The ability to see how what is happening in this instance could be extrapolated to other similar situations
	<b>Connection finding</b>	The ability to use connections from past experiences to seek possible generalisations
	<b>Big picture thinking</b>	The ability to work with big ideas and holistic concepts
	<b>Abstraction</b>	The ability to move from concrete to abstract very quickly.
	<b>Imagination</b>	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
	<b>Seeing alternative perspectives</b>	The ability to take on the views of others and deal with complexity and ambiguity
ANALYSING		
	<b>Critical or logical thinking</b>	The ability to deduct, hypothesise, reason, seek supporting evidence
	<b>Precision</b>	The ability to work effectively within the rules of a domain
	<b>Complex and multi-step problem solving</b>	The ability to break down a task, decide on a suitable approach, and then act
CREATING		
	<b>Intellectual playfulness</b>	The ability to recognise rules and bend them to create valid but new forms
	<b>Flexible Thinking</b>	The ability to abandon one idea for a superior one or generate multiple solutions
	<b>Fluent thinking</b>	The ability to generate ideas
	<b>Originality</b>	The ability to conceive something entirely new
	<b>Evolutionary and revolutionary thinking</b>	The ability to create new ideas through building on existing ideas or diverting from them
REALISING		
	<b>Automaticity</b>	The ability to use some skills with such ease as they no longer require active thinking
	<b>Speed and accuracy</b>	The ability to work at speed and with accuracy

The school actively promotes British Values: democracy, rule of law, individual liberty, mutual respect and tolerance.