

Prepared with reference to the DfE publications

- **Improving the spiritual, moral, social and cultural (SMSC) development of pupils Departmental advice for independent schools, academies and free schools” Nov 13**
- **Promoting fundamental British Values in schools as part of SMSC Nov 14**
- **Improving the SMSC values of pupils updates Nov 14**

AIM

Spiritual, moral, social and cultural issues affect every aspect of human life and therefore every curriculum area and everything within the school environment, including the way it is organised.

The ethos and atmosphere in the Iona School aim to give strong messages about spiritual, moral, social and cultural areas and to support pupils to;

- ✧ Behave in responsible, caring and compassionate ways
- ✧ Demonstrate understanding of the consequences of their own and others’ actions
- ✧ Formulate, express and justify a personal opinion on social issues
- ✧ Challenge behaviour which does not match their moral code, such as derogatory remarks, injustice or intimidation
- ✧ Respect specified fundamental British Values
- ✧ To ensure Pupils understand community cohesion

Through our ethos and teaching we enable our pupils to

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

Our teaching staff will not promote extremist views, or partisan political views, through their curriculum and/or teaching, and offer pupils a balanced presentation of views when political issues are brought to their attention.

The school's ethos and teaching, supports the rule of English civil and criminal law, we do not teach anything that undermines this. It is expected that our pupils should 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.

If we do discuss different religious laws with the older children we will always make the pupils aware of the difference between the law of the land and religious law.

The Steiner curriculum provides open ended opportunities for pupils to explore human relationships. It fosters a belief in the human potential of everyone. It also provides opportunities for reverence and contemplation and for sharing and reflecting on personal experience in ways likely to lead to insight into the meaning and purpose of life and an increasing capacity for reflection, curiosity, discussing beliefs and acknowledging and handling feelings.

Moral development is about enabling children and young people to develop their own personal values to guide their thinking and behaviour in all areas of their lives. It is also about enabling them to make and act on informed choices, taking right and wrong into account. This code of values will support them in the process of learning.

- ✦ to distinguish between myth, anecdote, bias and evidence
- ✦ to understand consequences and implications of their actions for themselves and others
- ✦ to be non-judgemental and tolerant of the views of others
- ✦ to value diversity
- ✦ to explore their own and others' attitudes and values
- ✦ to be inspired that there is good in the world
- ✦ to understand how factors such as injustice, prejudice, discrimination, exclusion and exploitation affect their ability to make and act on their own choices

Moral issues are discretely integrated into all areas of the curriculum, in particular in the weekly lessons, where various topics such as bullying, friendship are studied.

The school's Behaviour Policy and Code of Conduct are also indicators of the moral values upheld by staff and pupils. Pupils and staff should be able to explore the full range of meanings that values have for different people. Pupils are supported in developing strategies for assertiveness, negotiation and conflict resolution. This is in addition to the range of communication skills already included in the curriculum.

Community cohesion

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. This goes hand in hand with our ethos and teaching of SMSC

Community from a school's perspective

For Iona, the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people

- who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- the global community – formed by EU and international links.

Social development is promoted by encouraging pupils to:

- relate positively to both their peers and to all people
- take responsibility
- participate fully in the community of their class and the wider community
- develop an understanding of citizenship and how the community they live in functions and affects themselves and others.

Skills and qualities that are relevant to social development are promoted at The Iona School, including the ability to:

- form, express and justify a personal opinion and feelings, needs and wishes and listen and reflect on those of other people.
- give and receive feedback
- openly value self and others
- be assertive, when appropriate, rather than aggressive or passive
- work collaboratively
- resolve conflicts without violence, in ways which respect the rights of self and others
- negotiate solutions which are in the best interests of everyone involved
- set personal targets for changes in behaviour.

Moral and social development are promoted by the teacher conscious of being a role model at all times.

Cultural development. Pupils are encouraged to appreciate their own cultural traditions and the richness and diversity of other cultures. Developing awareness of how the cultural context determines norms and codes of behaviour are also central to the Steiner approach which aims to foster tolerance towards difference and to understand that cultural norms may vary from one social class or ethnic group to another.

An important aspect of cultural development is to enable pupils to find out about their own and other people's culture and traditions. Pupils need to be prepared to live and work in a multi-cultural society. This can be covered in all curricular areas but perhaps most specifically in the main lessons, where opportunities are provided for pupils to:

- explore their own and others' cultural traditions
- recognise and value differences
- reflect on how their own lives can be enriched through this knowledge and through contact with other cultures
- recognise factors leading to change in traditional values, beliefs and practices
- recognise what different cultures have in common
- Value in their own heritage and British Values
- develop the ability to adapt to change
- reflect on how their own cultural experience has shaped the person that they are
- reflect on the moral values underlying traditions and pressures for change

The Iona school is based in culturally diverse area, with a local Mosque and we utilise this in teaching so the pupils gain a greater understanding of different cultures.

We are lucky enough to have a Mosque newly built in 2018 opposite the school, they visit the children at times of celebration to share in their culture.

We arrange visits to various places of worship, such as Mosques, Synagogues, churches and Cathedrals so the pupils can experience this diversity at first hand.

We invite people who practice different faiths such as Buddhists and Muslims come to the school, the children learn how religious views affect the individual.

We will also ensure pupils have a great understanding of British Values

What are British Values?

British values are defined by the Department for Education as:

- ❖ Democracy
- ❖ The rule of law
- ❖ Individual liberty
- ❖ Mutual respect
- ❖ Tolerance for those with different faiths and beliefs.

These are implicitly embedded in Steiner education and therefore in the curriculum and ethos of The Iona School. All staff are expected to uphold and promote these values. Listed below are some of the ways in which staff work with these values at the school;

Democracy: making decisions together

Throughout the school, staff will encourage children to see their role as an individual within a bigger social structure, ensuring that the children know their views count, that they value each other's views and values and are able to talk about their feelings. Class plays, Games and Eurythmy lessons and Choir as well as many other group activities give plenty of opportunities for children to practise their social skills. On our many class trips, pupils learn to balance their own wish for freedom with the needs of the group.

The Class 5 curriculum covers the origins of democracy and its importance as a concept and principle.

In older classes staff can demonstrate democracy in action, for example, by helping a class to agree on a decision through a vote.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

The College of Teachers at The Iona School is itself a body of people who make decisions together.

The rule of law: understanding that rules matter

Staff will help children to understand their own and others' behaviour and its consequences, and to distinguish right from wrong. Staff sometimes collaborate with children to create the rules and the codes of behaviour and ensure that all children understand that rules apply to everyone. Our Behaviour and Discipline Policy is of central importance in the school and is explained to the children at the start of each year so that they understand our expectations. Through application of the policy they learn that there are consequences if rules are not followed.

Games played in the playground are sometimes subject to rules set by adults but often the rules are developed by the children through negotiation with each other, and we encourage this approach.

Stories told as part of the curriculum in Classes 1-3 provide imaginative understanding of moral and social practice, good and evil, justice and redemption. In Class 6 the study of the Romans gives a wonderful opportunity to consider the importance of the rule of law, and this is also a theme for Religion lessons.

Individual liberty: freedom for all

At Iona we encourage children to develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing them to take appropriate risks (e.g. tree climbing), to develop their creative self-expression through music, drama, Eurythmy, art and craft, talking about their experiences and learning through various forms of safe and constructive feedback.

Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that everyone is free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

The Iona School promotes an ethos of inclusivity and tolerance where differing views, faiths, cultures and races are valued and where children are encouraged to engage with the wider community through visits to mosques, synagogues, museums, and local events.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

In order to foster an understanding of different faiths in our older pupils (classes 4,5, and 6) we invite representatives of different faiths to talk to them.

All students learn another language from the age of 5, and the curriculum covers cultural aspects as well as the study of the language. Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff are expected to promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Other activities to support our commitment to SMC development

We are always mindful to teach equality and consider the protected characteristics of the 2010 Equalities act,

The Iona school is fortunate to have Rutland House School for parents renting classrooms from us. This charity specialises in helping children with conditions such as cerebral palsy that cause motor disorders or motor development delay. They also run specialist projects to help children with Down syndrome improve their communication skills. Due to this, the school children are aware of diversity, they regularly see and come into contact with the service users of Rutland House.

We also invite the staff of Rutland House to talk to our children about their work. This gives our children some understanding of the problems of identifying and combatting discrimination (based on protected characteristics as listed in the Equality Act 2010)

The children fundraise each year to support two Nigerian children in a school, they are made aware that not all children have access to the privileges they know and may have taken for granted

The older children will go to visits using public transport, which teaches them a good sense of confidence and behaviour in the community.

In class 3 the children begin to learn more about the world around them through main lessons in farming and housebuilding. In Class 4 these lessons in practical life develop into home surroundings main lessons in which the social history and geography of the locality are studied.

As part of this topic pupils learn about canals, railways, police force, the post office, the ambulance and fire service and other social provision.

The older children will learn about the justice system through the years with visits to the Galleries of Justice museum. We also take the children to the William Booth museum (founder of the Salvation Army). This gives the children some vital insight into changing social conditions and the part played by people with pioneering vision who have worked to effect change on behalf of less fortunate people.

The older children raise money for the local woman's refuge, we approach this sensitively showing how relationships do

break down, but ensuring that they know to reach out for help and that people support others, that support comes from many relationships.

In conclusion, within the school as a whole, activities should be planned to ensure that every pupil has opportunities to explore spiritual, moral, social and cultural issues in all of the following ways:

- listen to stories and parables
- engage in creative work which encourages holistic and intuitive thinking
- explore and express ideas and beliefs through words, art, play, drama and music
- engage in reflection
- experience a sense of awe and wonder and silence
- engage in moral reasoning
- experience collaborative working
- find out about other people's beliefs, ideals and vision for a better world
- find out about how people respond to adversity
- develop their own vision of a better world
- a good understanding of British civil law

Through our commitment, our children will have a basis for:

- Understanding as to how citizens can influence decision-making through the democratic process;
- Understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- Prepare pupils for the opportunities, responsibilities and experiences of life in British Society.
- Understanding that bodies such as the police and the army can be held to account to the people, through the democratic organs of government;
- Understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour;
- Understanding of the problems of identifying and combatting discrimination (based on protected characteristics as listed in the Equality Act 2010)

Issue date

This policy takes effect from the below date

Related Policies

- Equality and diversity policy
- Behaviour policy
- Pupil code of conduct

Review date

This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name: Mr Martin Taylor
Position: Iona School Trustee
Signed: 

Date:

06/08/2018

Lona School & Nursery