



## The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By Working Together  
Sustaining Excellence  
Transforming Learning

---



# Social, Moral, Spiritual and Cultural Education Policy Statement, including British Values

September 2018

Reviewed by JE 1.5.19 to align with RLT policy review schedule



Our vision is to inspire a love of learning and discover how to make a difference in our world.

“With God, all things are possible.” Matthew 19 v26

Our school vision is drawn from our Christian Values and school aims.

Our Christian Values are to:

- **Inspire** curiosity awe and wonder  
*“...O Lord, how manifold are your works! In wisdom you have made them all; the earth is full of your creatures...” (Psalm 104:26)*
- **Nurture** our talents, interests and individuality  
*“We have gifts that differ in accordance with the grace that has been given to us, and we must use them appropriately.”(Romans 12:6)*
- **Celebrate** all achievements, large and small  
*“In all the work you are doing, work the best you can. Work as if you were doing for the Lord, not for people.” (Colossians 3:23)*
- **Dream** bigger dreams  
*“Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable...if anything is excellent or praiseworthy, think about such things...put into practice. And the God of peace will be with you.” (Philippians 4:8&9)*

As a school we are a kind, caring community built on Christian foundations of love and respect.

We are a school where:

- Everyone matters and all are equal.
- We all have a clear sense of belonging.
- Individuality is celebrated.
- Everyone is proud of themselves and proud of the school.

*“Let every detail in your lives—words, actions, whatever—be done in the name of the Master, Jesus, thanking God the Father every step of the way.” Colossians 3:17*

Because we are all special in God’s eyes.

### **5Rs for Lifelong Learning**

We aim for our learners to be able to show and live these values in everything they do.

- **Readiness** – this shows in your motivation, curiosity, the belief that you can achieve and that you deserve to be successful
- **Reflectiveness** – this shows in looking back, improving your learning and performance, and practicing
- **Responsibility** – this shows in your self-awareness in learning, taking ownership of your learning, and being able to learn alongside others
- **Resilience** – this shows in keeping going, learning under stress, and managing your feelings about learning and the people you are learning with
- **Resourcefulness** – characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned

This policy should be read in conjunction with the following policies:

- Behaviour Management Policy
- Religious Education Policy

## Christian Ethos

Christian values and practice are at the heart of our shared life as Church of England Schools and they shape an enquiring and respectful approach to everything we do. We have strong, well-established links with our local churches that contribute regularly to our schools programmes and we seek to learn about and from other faith-traditions in today's world.

As a dedicated team of teachers, support staff, Governors, parents and carers, we work with love, professionalism and commitment on behalf of, and with, the pupils to provide an educational provision of the very highest quality. By 'Working Together to Sustain Excellence and Transform Learning', we believe that we can improve outcomes for our children - today, tomorrow and in the future. By working in this way, we know that every child will be valued, cared for and have the very best chance to excel and achieve their potential.

## Through our Christian commitment...

- We provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
- Children gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
- We promote the Christian values of: kindness, patience, faithfulness, unselfishness, honesty, forgiveness, loyalty, trust, empathy and love as shown to us through the teachings of Jesus.
- Children develop social, spiritual and emotional awareness through these teachings.
- Children are taught to be sympathetic to the needs of others in society, to conduct their lives with honesty, pride and respect for all and to form valued and lasting relationships through experience of Christian teaching and practice.
- Children receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

## Character Education

*"Character education seeks to develop and celebrate the flourishing of individuals, communities, families and societies, through the cultivation and encouragement of an expansive range of moral, spiritual, intellectual, civic and performance character virtues. It is central to a Christian vision for education for 'life in all its fullness' and is concerned with developing virtues seeing them as 'character in action', grown through experience and demonstrated over time in word and deed.*

*Character education equips young people to grow in wisdom, hope, community and dignity and is shaped by an understanding of God at work in the world, present and active in shaping each individual's developmental story. **It is fundamental to the pursuit of academic excellence, and stands at the heart of all aspirational teaching, learning and pastoral care.***

*Although character can and should be taught explicitly in schools, it is frequently also caught implicitly through role-modelling and relationships.*

***Effective character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees, benefitting both the individuals themselves, their wider communities and broader society."***

CHURCH OF ENGLAND: FOUNDATION FOR EDUCATIONAL LEADERSHIP

*"Character Education teaches the acquisition and strengthening of virtues: the traits that sustain a well-rounded life and a thriving society. Character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues... Pupils need to decide wisely the kind of person they wish to become and to learn to choose between already existing alternatives or to find new ones."*

*(Framework for Character Education', 2017 revised version)*

## **Introduction**

At Uppingham, we understand our statutory duty to encourage pupils' SMSC development. We recognise that every child has a valuable contribution to make to the life of our school. It is our intention to create good local, national and global citizens, who develop good character and resilience. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

## **Defining spiritual, moral, social and cultural development**

### **Spiritual Development**

Spiritual development is not the imposition of a religious faith or to religion in general. However, spiritual development may lead to the acceptance of a faith or it may not. The development of an individual's own personal spirituality is a journey or a quest which seeks to know, develop and understand one's own inner- self.

### **At Uppingham we will encourage children's spiritual development by:**

- giving children the opportunity to explore and reflect values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect;
- accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs;
- promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns;

### **The spiritual development of our 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.
- Feelings & Emotions: Creativity; Meaning & Purpose; Self-Awareness; Awe, Wonder & Mystery; Beliefs.

At Uppingham, we aim to enable pupils to build a framework of moral values which regulates their personal behaviour. We also help them to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

### **At Uppingham, we will encourage children's moral development by:**

- providing opportunities for reflection and the development of their own opinions;
- helping them to recognise and resolve the moral issues and dilemmas implicit in a given context;
- enabling them to make and act upon informed choices, taking right and wrong into account;

- understanding that there are issues where there is disagreement or conflict and respecting others' views;
- encouraging them to take pride in themselves and their work;
- developing the personal skills and qualities necessary to manage situations, such as being able to:
  - make decisions;
  - reflect on and change personal behaviour;
  - resist peer pressure;
  - show respect and compassion for themselves, others and the environment;
  - challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power;
  - abide by "fair play", being good winners and losers, in games, rules and life.

### **The moral development of our pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise 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.

### **Social Development**

At Uppingham, we attempt to develop in our children a growing understanding of the part that they play within the school community and wider society, both now and in the future. Through their social development, we encourage children to relate positively to others, participate fully in the community and develop an understanding of good citizenship.

At Uppingham, we will encourage children's social development by:

- developing an understanding and respect of others, their opinions, beliefs and customs;
- developing an understanding of society's institutions, structures and characteristics, including democracy and the rule of law.
- encouraging them to have a sense of pride in their community;
- nurturing the development of the inter-personal skills necessary for successful relationships.
- helping them to use restorative approaches with their peers increasingly independently;
- encouraging them to think about the impact of their own and others' actions on others;
- developing good teamwork skills through opportunities to co-operate and share;
- expecting good manners and courteous behaviour;
- providing opportunities for children to develop self-confidence;
- providing opportunities for the development of interpersonal skills.

### **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.

## **Cultural Development**

Cultural development at Uppingham is about children understanding and appreciating their own culture and other cultures in their community, Britain and throughout the world. It is an exploration of how we are the same and how we are different; how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils' cultural development is intimately linked with our schools' attempts to value cultural diversity and prevent racism.

At Uppingham, we will encourage children's cultural development by:

- helping children to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet;
- helping children to understand that cultures are always evolving and coping with change;
- providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;
- developing an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith;
- providing opportunities to nurture the cultural development of our children in all creative areas across the curriculum;
- encouraging a personal response to a range of cultural activities;
- exposing children to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.

## **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.

## Fundamental British values

Through our SMSC provision, we:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils 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;
  - enable pupils 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 pupils 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.
- The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.
  - 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.

