


Grow Independent School



SMSC Policy

Policy Document (2024-2025)

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Signed by: S Hawthorne	
Approved by:	A Lee (Chair of Govs)

At Grow, we are committed to providing an accessible and inclusive environment for all our students, staff, parents, and visitors. We strive to ensure that everyone can fully participate in our educational community, regardless of any physical, sensory, cognitive, or neurodiverse conditions.

We can provide information in multiple formats, including printed, electronic, and audio versions. Please let us know your preferred format. We offer translation and interpretation services to support non-English speakers and those who use sign language.

We value feedback from our community to help us improve our accessibility measures. If you have any suggestions or require assistance, please contact us: office@growschool.co.uk

Thank you for helping us make Grow a welcoming and accessible environment for everyone.

Rationale:

We actively promote SMSC in our school. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programmes of study along with activities which extend beyond the classroom door. For pupils to benefit fully from their time at Grow Independent School, we must ensure that they have the best teaching and pastoral care and they must ensure that they meet their full potential. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils.

Grow Independent School supports pupils' SMSC development and suitably prepares pupils for life. The whole-school community works towards building a positive climate and ethos of the school and enables pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. The definitions and practices that follow are intended to clarify the ways that Grow Independent School factors Spiritual, Moral, Social and Cultural Development into everyday school life.

Grow is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence with an open mind. There is recognition of a broad set of common values and purposes which underpin the school curriculum. These include valuing **achievement**, **belonging** and **compassion** in all we do.

The curriculum promotes curiosity and engagement and promotes a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and artistic excellence. As part of our Positive Relationships Policy, Grow Independent School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

The Vision and Values of Grow Independent School 'Great Minds Think Differently', in an environment where children are happy, accepted and understood with empathy and good humour. We work hard to provide opportunities for **achievement**, promote a sense of **belonging** for all, and encourage students to act with **compassion** and empathy.

Aims for SMSC in our school:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to understand what is right and wrong in their school life and life outside school;
- Encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities;
- Enable pupils to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Enable pupils to acquire knowledge and reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Actively promote principles that encourage pupils to respect fundamental British values such as democracy and the rule of law;
- Develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;

- Provide pupils with a broad general knowledge of public institutions and services in England (See Appendix);
- Provide a range of artistic, sporting and other cultural opportunities; and
- Enable pupils to overcome barriers to their learning.

Our aims prevent the political indoctrination of pupils through the curriculum. Our aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils in our school should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

How our school actively promotes fundamental British Values:

We actively promote fundamental British values by virtue of our approach. Evidence of this commitment to promoting British values can be seen across the school, within our curriculum and other documentation. We pay particular regard to the protected characteristics set out in the Equality Act 2010. We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain), through co-curricular activities (sometimes run directly by pupils). For example, our Pupil Parliament will provide pupils with the opportunity to learn how to argue and defend points of view and engage in the democratic process.

We ensure that all pupils within the school have a voice that is listened to and demonstrates how democracy works- our Pupil Parliament provides opportunity for students to share their views.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism and radicalisation, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

We promote tolerance and community cohesion by helping young people understand different lifestyles and cultures.

We will maintain links with other schools who serve children from different backgrounds, in order to make our pupils aware of the breadth of cultures which make up modern British society and to encourage them to develop a positive attitude to those with different backgrounds.

We actively encourage tolerance, respect and harmony between different cultural traditions and nondiscrimination against protected characteristics are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern Britain and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England.

Our school encourages an understanding of the separation of power between the executive and the judiciary, and that while some public bodies such as the police can be held to account through Parliament, others such as the courts maintain independence.

Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety.

We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background. Building Children's Resilience to Radicalisation through the Promotion of British Values

We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views.

Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. We conduct a prevent risk assessment and action plan to ensure we are fully aware of and engaging with the potential risks of radicalisation for our students.

Below, we set out how we address each element of SMSC development in our school:

Spiritual Development:

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs.

Spiritual development is not the same as religious development, though religious education has a particularly important role to play. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Grow Independent School promotes spiritual development through:

- providing and encouraging a positive ethos;
- the values and attitudes the school identifies, upholds and fosters;
- focusing on positive 'success' rather than negative 'failure';
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings;
- encouraging pupils to explore and develop what animates and inspires themselves and others;
- giving children the opportunity to reflect and to experience times of quiet;
- encouraging children to listen to and consider the ideas and experiences of others
- encouraging pupils to express innermost thoughts and feelings through art, music, literature and crafts;
- accommodating difference and respecting the integrity of individuals;

- providing opportunities for pupils to learn about and respond to a variety of beliefs and values;
- promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference;
- encouraging pupils to think independently
- fostering a fascination and enjoyment in learning; and
- using imagination and creativity in learning.

Moral Development:

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions. Grow Independent School promotes moral development through:

- making it clear what kinds of actions are expected;
- enabling pupils to distinguish right from wrong through a clear moral code as well as respect for the civil and criminal law of England;
- taking steps to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views in the teaching of any subject in the school;
- promoting measures to prevent discrimination;
- highlighting examples of compassionate behaviour towards others
- rewarding expressions of moral insights;
- questioning breaches of agreed moral codes where they arise e.g. on television;
- modelling the principles which our school wishes to promote;
- encouraging pupils to take responsibility for their actions;
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable and providing the reasoning for this;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values;
- developing an open safe learning environment in which pupils can express their views;
- extending children's knowledge and understanding of a range of values in society
- developing children's ability to make moral decisions
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions
- providing opportunities for pupils to explore moral issues in a contemporary context
- reinforcing our values through images, posters, classroom displays, screensavers, exhibitions; and
- monitoring the success of what is provided in our school.

Social Development:

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Grow Independent School promotes social development through:

- encouraging children to relate positively to others;
- encouraging pupils to recognise and respect social differences and similarities;
- helping pupils develop personal qualities which are valued in wider society
- encouraging adults to set high standards in their relationships with each other;
- providing a model of purposeful and harmonious community;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group;
- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels
- encouraging children to take responsibility and show initiative; and
- giving children an understanding of their role within the wider community.

Cultural Development:

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

Grow Independent School promotes cultural development through:

- encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society
- adopting the view that diversity makes the world a richer place
- encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

- identifying key values on which our school community life is based;
- furthering tolerance and harmony between different cultural traditions;
- encouraging an understanding of how children can contribute positively to the lives of those living and working in the locality and to society more widely;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures;
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- extending pupils' knowledge and use of cultural imagery and language;
- 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;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, e.g. theatre, museum, concert and gallery visits, meeting authors and artists.
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- encouraging children to engage with a variety of cultures understanding and responding to cultural diversity.
- monitoring the success of what is provided in our school.

This policy was reviewed by the full Governing Body in March 2024.

Next review is due Spring term 2025