
SMSC and British Values Policy

Spring 2018

Summary

This policy outlines the spiritual, moral, social, cultural and British values procedures for Fieldhead Carr Primary School for classes from FS to Year 6.

Recommendation

Governors are requested to read this policy, consider its content and approve its adoption. This policy should be reviewed as any changes are made.

Author's Role	Assistant Headteacher (KS1/Maths)
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Internal Review Date	Spring 2019
Official Review date	As changes

We believe Spiritual, Moral, Social and Cultural development is important because it enables children to become happy, healthy, respectful individuals, who realise and value their own worth and that of others, so that they can make a positive contribution to their world.

Definitions

The following definitions are used within the context of this policy: -

Spiritual development

This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

Moral development

This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social development

This can be defined as a personal development concerned with living in a community rather than alone.

Cultural development

This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

British Values

According to Ofsted, British values are: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith .

Aims

The ethos of our school is such that all people who come into our school, whether staff, 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 role model standards will be set by the Headteacher and practiced by all staff in order to set an effective example for our children.

However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

SPIRITUAL DEVELOPMENT

Planned opportunities for spiritual development in all subjects can be seen 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
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

At Fieldhead Carr Primary School we recognise that pupils who are developing spiritually are likely to develop some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- an awareness and understanding of their own and others' beliefs; a respect for themselves and for others;
- a sense of empathy with others, concern and compassion;
- an ability to show courage in defence of their beliefs;
- a readiness to challenge all that would constrain the human spirit, for example, poverty of aspirations, lack of self-confidence and belief, moral neutrality or indifference, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- a respect for insight as well as knowledge and reason;
- an ability to think in terms of the 'whole' for example, concepts such as harmony, interdependence, scale, perspective; and an understanding of feelings and emotions and their likely impact.

Our School aims to encourage spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils 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 pupils can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- 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 – for example, asking 'why', 'how' and 'where' as well as 'what'

MORAL DEVELOPMENT

It is important that children are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable. With this in mind each class works together each week

to achieve 'Fieldhead Factor' points which are combined as a class to give a total in the following week's assembly. The winning class each week receives the school trophy. If a child is not following the codes of behaviour, they are taken off the 'Fieldhead Factor'; stage and onto the steps, where they have to rectify their behaviour in order to return the stage again.

At Fieldhead Carr Primary School we recognise that pupils who are morally aware are likely to develop some or all of the following characteristics:

- an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- confidence to act consistently in accordance with their own principles;
- an ability to think through the consequences of their own and others' actions;
- a willingness to express their views on ethical issues and personal values;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- a commitment to personal values in areas which are considered right by some and wrong by others;
- a 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 aims to encourage pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting racial, religious and other forms of equality;
- 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;
- 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;
- modelling, through the quality of relationships and interactions the principles which we wish to promote –for example fairness, integrity, respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- 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.

SOCIAL DEVELOPMENT

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We will 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 worship, circle time, Social Skills groups and SEAL sessions (PSHE).

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, "Golden Book" and "achievement" assemblies, 'Fieldhead Factor' points and other means that highlight both academic and social achievements (please refer to our behaviour policy).

At Fieldhead Carr Primary School 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, and work towards consensus;
- resolve conflicts;
- reflect on their own contribution to society and to the world of work;
- show respect for people, living things, property and the environment;
- benefit from advice offered by those in authority or counselling roles;
- exercise responsibility;
- appreciate the rights and responsibilities of individuals within the wider social setting;
- understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- participate in activities relevant to the community;
- understand the notion of interdependence in an increasingly complex society.

Our school aims to encourage pupils' 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;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive corporate experiences –for example, through assemblies, enrichment activities, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles,
- independence, interdependence, self-respect;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing opportunities for pupils to exercise leadership and responsibility;
- providing positive and effective links with the world of work and the wider community;

CULTURAL DEVELOPMENT

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

When children first come into school a lot of time is spent in learning to co-operate together. This continues through the whole school, learning through play activities, a variety of groupings, controlled activities and by observing the way that the staff team work together. We also value the family from which the children come and our strong links with parents encourage the child to see that we are working in co-operation with their parents.

By starting with a pupil's own culture and recognising our own traditions it is hoped that as they are introduced to other beliefs and cultures each pupil will respect and value them.

At Fieldhead Carr Primary School pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values and those of others;
- 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 aims to encourage pupils' cultural development by:

- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- 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; developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits;
- reinforcing the school's cultural links through displays, posters, exhibitions, etc.;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

BRITISH VALUES

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At Fieldhead Carr we aim for pupils to show understanding and knowledge of the following as a result of school 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.

We aim to provide the following opportunities:

- include 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;
- ensure 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
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Planning and review

Teachers plan half termly for opportunities in Spiritual, Moral, Social and Cultural Development. These plans will highlight specific experiences within these four areas which link to classroom themes and events. Planning is monitored and staff will evaluate the success of what is provided.