

SMSC & British Values policy

Approved	Sept 2016	Responsibility	Curriculum Committee
Review	2 years		



This policy is linked to the following:

Inclusion/SEN, PSHE, over arching Safeguarding policy, Child Protection, Behaviour, Teaching and Learning, Single Equalities, Inclusion, SRE, Prevent

Policy prepared **Sept 2015**

Policy review **Sept 2018**

Introduction

At Greenfields Junior School, spiritual, moral, social and cultural education underpin all aspects of school life. This work is absolutely integral to everything we do. It plays a significant role in contributing to the high levels of motivation, tolerance and excellence that the children demonstrate at our school.

The individuality of each child is valued and respected in order that:

- they are comfortable with who they are and that they respect others
- they are able to contribute to the life of the school and wider community
- they make a positive contribution to society and are prepared for life in modern Britain

This is not a "subject" in itself but opportunities to promote it are actively planned for across all subject areas of the curriculum; within collective worship; within our behaviour policy, within our safeguarding policy and within everything we do. It has particularly strong links to our work in Personal, Social and Health Education and Religious Education.

Aims

- to ensure that everyone connected with the school is aware of our values and principles
- to ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- to ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- to ensure that pupils know what is expected of them and why
- to give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- to enable pupils to develop an understanding of their individual and group identity
- to enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society
- to give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Objectives

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education and Sex and Relationships Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

Definitions of terms

Spiritual development is the growth of insights, beliefs, attitudes and values which guide and motivate us. Through spiritual development, children can gain a sense of identity, their own self-worth and broader meaning and purpose in life.

Moral development is the building of a framework of moral values which control our personal behaviour. There is a recognition within this area of development that in a multi-racial, multicultural and multi-faith democracy such as Britain there will always be debate about moral values and these will differ from person to person.

Social development is concerned with the each child's ability to develop the skills, understanding and personal qualities necessary for living and functioning effectively in our multi-racial, multicultural and multi-faith society and to be able to contribute to that society.

Cultural development is the about helping children to understand their own cultural heritage alongside the cultural traditions of the school, the local community, those of the

wider British community and the wider world. They will explore these different cultures in order that they are able to understand, accept, respect and celebrate the differences and similarities they discover.

Teaching and organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. A vast majority will be delivered through cross-curricular activities as well as specific RE, PSHE and circle time activities.

Class discussions and circle time will give pupils opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, eg bullying, death etc.
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider others' needs and behaviour
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally

Promoting Fundamental British Values as part of SMSC.

The DfE have recently reinforced the need "To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

Greenfields Junior School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our school, as a Local Authority Maintained school we accept admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by the governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the departmental advice entitled 'Promoting Fundamental British Values as part of SMSC' – DfE November 2014 which links to the 'Prevent Duty' - DfE June 2015 that requires all schools to have "due regard to the need to prevent people from being drawn into terrorism".

The fundamental British Values that schools should have regard to are those of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect

- Tolerance of those of different faiths and beliefs

At Greenfields Junior School these values are reinforced regularly in the following ways:

Democracy

Democracy is common within the school where the promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns, are heard through our School Council, Year 5 Buddies, Team Captains and through pupil questionnaires. Also key to this is the concept of holding others to account, including those in positions of authority and influence. Our school behaviour policy also involves rewards, the development of this policy the pupils were involved in.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; for example through circle time sessions and assemblies, E-Safety and PSHE lessons. Whether it is through choice of challenge, of how they record, where they work, how they present their learning outcomes or participation in our numerous extra-curricular clubs and opportunities, all pupils are given the freedom to make choices.

Mutual Respect

The school is developing work linked to the Rights Respect and Responsibility agenda and the UN conventions on the Rights for the Child. A key value of this work, and our school Values is that of 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through the school and classroom charters, as well as our behaviour policy. Additional support is provided for individual pupils, through ELSA and FRIENDS program. This support helps to develop self-esteem and to practise strategies pupils can employ to help improve their respect of others.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by providing opportunities to experience such diversity. Assemblies and discussions involving prejudices and values take place supported by learning in RE and PSHE. Pupils learn of different faiths or religions and are encouraged to share their knowledge and ask questions within classes and the school.

	Class	Whole school	National
Democracy	Pupils taught to listen carefully to each other, respecting everyone's opinions. Class Charters established Voting on presentation awards Study of democracy through KS2 unit on Ancient Greece / Mayans / Saxons.	Elected School Council (SC). Regular opportunities to involve SC in the life and decision-making of the school. Annual pupil questionnaire Team games through ELSA	SC / Eco-Council and House Captain elections reflect British electoral system. Mock elections staged before general election.

	RRR / PSHE curriculum.	Home-School Agreement	
Rule of Law	Class Charters established. Respecting property of other children and the school. RRR / PSHE curriculum. Understanding that our behaviours affect others. Think Safe/JRSO event	School rules & behaviour policy reinforced & discussed via regular assemblies, Includes playground rules. – Both devised by the children. PCSO & fire service visits schools to reinforce key aspects of the law through PSHE curriculum.	Aspects of the Law are reinforced and discussed through assemblies and PSHE units of work
Individual liberty	Pupils actively encouraged to make choices – opportunities through choice of challenge, different ways of recording their learning, choosing clubs. Circle Time discussions. Choosing 'jobs' / monitors	E-safety curriculum and key behaviour messages are delivered through PSHE and assemblies aimed at encouraging pupils to make the right choices. Group projects and collaborative work.	different choices are made.

Mutual Respect	Embedded through PSHE/SRE programme in class and through Circle Time. Studies of other countries, colour days Monitor Jobs	Explicit in school's vision and aims. Discussed and explored in assemblies. Celebration Assembly Sports day	Embedded through RE / PSHE curriculum / assemblies. Fundraising for others - charity days, Red Nose Day, Childline, WWF, etc.
Tolerance of faiths	Embedded in class through RE / PSHE curriculum. Study of Judaism, Islam, Christianity and Hinduism across the school. Encouraging children to bring in cultural artefacts & clothes from home. Exploring clash of religious in History e.g. Pagan Viking Invasion	Discussed and explored in assemblies. Regular visitors ie, local parish vicar / visitors from other faiths / cultures. Celebration assembly celebrating achievements from outside of school	Embedded through RE / PSHE curriculum / assemblies.

Promoting SMSC development through religious education

RE provides opportunities to promote:

Spiritual development through:

- discussing and reflecting upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God, and values such as justice, honesty and truth
- learning about, and reflecting upon, important concepts, experiences and beliefs which are at the heart of religious traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and linked to science
- considering how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God

Moral development through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence on moral choices of family, friends and media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to students and believers through studying the key beliefs and teachings from religion on values and ethical codes of practice
- studying a range of moral issues, including those that focus on justice, to promote racial and religious respect and the importance of personal integrity

Social development through:

- considering how religious beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions

Cultural development through:

- promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices
- promoting racial harmony and respect for all, combating prejudice and discrimination

Additional ways in which Spiritual, Moral, Social and Cultural Education are promoted at Greenfields Junior School

It is impossible to list all the different activities that take place linked to SMSC but the table below lists some of what we offer the children at our school. There is a recognition that there is an overlap between the four aspects of SMSC development.

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- monitoring of teaching and learning and work scrutiny by the RE and PHSE co-ordinators
- regular discussions at staff meetings
- audit of policies and units of study including the school's approach to collective worship

The Governing Body believes that fairness and consistency of judgment is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our

policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

<p>Spiritual Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collective worship daily <input type="checkbox"/> Services in Church for Harvest, Christmas, Easter and Leaver's <input type="checkbox"/> Religious Education schemes of work – following Hampshire Living Difference <input type="checkbox"/> Role play <input type="checkbox"/> Self-reflection opportunities <input type="checkbox"/> PHSE schemes of work <input type="checkbox"/> Feelings of others and themselves in Circle Times <input type="checkbox"/> New life and life cycles <input type="checkbox"/> Visits to local environment – awe and wonder <input type="checkbox"/> Hampshire Inter-Faith Calendar competition <input type="checkbox"/> Empathy and giving - linked to charity events and days fundraising for others in need. <input type="checkbox"/> Curriculum elements to create 'hooks' to establish awe and wonder 	<p>Moral Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class charters, children discussing and creating this. <input type="checkbox"/> Home school agreement <input type="checkbox"/> Table point / team points and class points <input type="checkbox"/> Behaviour policy <input type="checkbox"/> PHSE lessons with moral discussions / dilemmas / circle times <input type="checkbox"/> PHSE Schemes of work <input type="checkbox"/> Residential trip activities. <input type="checkbox"/> School council – voting on charities to support <input type="checkbox"/> Eco- council and their work across the school <input type="checkbox"/> Environmental events such as 'wear it wild' day / 'switch off' fortnight etc. <input type="checkbox"/> Composting and recycling. – 'Recycling Rachel' <input type="checkbox"/> Clubs and extra-curricular activities <input type="checkbox"/> Friendship and team building activities
<p>Social Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> School council regular meetings to address children's own issues <input type="checkbox"/> PHSE units of work <input type="checkbox"/> Music and other subjects with children working collaboratively <input type="checkbox"/> Playground buddies /House Captains / Librarians etc. <input type="checkbox"/> Walk to school initiatives <input type="checkbox"/> Team building activities and trips <input type="checkbox"/> Discos and other PTA and family events <input type="checkbox"/> Children making their own choices and decisions – pupil voice <input type="checkbox"/> Competitions – Dance, sports etc. <input type="checkbox"/> School trips and visits <input type="checkbox"/> Celebration assembly / class assemblies with parents <input type="checkbox"/> Pupil surveys <input type="checkbox"/> Parent support Advisor working with families <input type="checkbox"/> ELSA / school counsellor sessions for individuals 	<p>Cultural Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> MFL / Geography scheme of work – e.g. French schemes of work <input type="checkbox"/> Class Elections for school council and house captains. <input type="checkbox"/> PHSE scheme of work <input type="checkbox"/> Sports Day <input type="checkbox"/> Circle time <input type="checkbox"/> Harvest around the world <input type="checkbox"/> Theatre groups – theme days – Greek, Romans <input type="checkbox"/> Artistic development and study of cultural art. <input type="checkbox"/> RE Scheme of work – Hinduism, Judaism, Islam and Christianity <input type="checkbox"/> PHSE thinking of themselves and how they are the same and different. <input type="checkbox"/> Music Curriculum – Listen to me