



SMSC and British Values Policy

Respect Honesty Perseverance Love Tolerance Compassion



Introduction

At Templefield Lower School the promotion of children's spiritual, moral, social and cultural education (SMSC) is considered to be fundamental to the life of the school. Providing opportunities for children to develop SMSC is important to all we do.

Spiritual, moral, social and cultural development is promoted through all the subjects of the curriculum, through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. This policy supports and reinforces the aims of the school, valuing all children and staff equally and as individuals.

Templefield Lower School approaches the promotion of fundamental British Values in line with the Government's PREVENT strategy. These British Values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Each is defined below and placed in a school context through the use of examples. It is, without question, everyone's duty to ensure that these fundamental British Values are not undermined, as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct. Equally British Values are supported by our school values of respect, honesty, perseverance, love, tolerance and compassion.

SMSC: Aims and School Context

At Templefield Lower School we recognise that SMSC plays a significant part in children's ability to learn and achieve. We therefore aim to provide an education provision that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of a range of social and cultural traditions and choices
- a comparative understanding of their personal culture and social norms with those of others.

SMSC plays a significant part in children's ability to learn and achieve. All curriculum areas have a contribution to make to children's SMSC development. Values, principles and spirituality will be explored in the curriculum, especially through Personal, Social, Health and Economic (PSHE) Education, RE and Collective Worship. Cultural traditions will be recognised and celebrated, integrity and spirituality of other faith backgrounds will be respected and platforms for exploration of the rights and respects of others explored, ensuring children are given opportunities to explore alternative views and to develop their own.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children will learn to differentiate between what is right and what is wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

Emotional literacy development will be supported utilising social and emotional aspect of learning (SEAL) methodology and vulnerable children who need extra help will have additional support to develop these skills.

The importance of relationships between all school staff, parents and governors is recognised. These relationships will be characterised by mutual respect, positive attitudes, willingness to listen and be listened to and valuing all members of the school community.

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. PSHE emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain.

We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

The spiritual development of children 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

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- 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

Our school supports children's spiritual development by:

- Giving children the opportunity to explore 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

Moral Development

Children are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. We work towards an understanding of what is morally right and wrong. From this basis, children are supported to develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

The moral development of children is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives; recognising legal boundaries and, in so doing, respecting 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

Our school supports children's 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 children opportunities across the curriculum to explore and develop moral concepts and values eg. personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which children can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging children to take responsibility for their actions eg. respect for property, care of the environment, developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- Reinforcing the school's values

Social Development

This enables children to become conscientious participants within their family, their class, the school, the local, wider and global community. We aim to offer a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

The social development of children is shown by their:

- Use of a range of social skills in different contexts eg. working and socialising with other children, 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;
- Ability to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Our school supports children's 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 children to work co-operatively
- Encouraging children to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community eg. through assemblies, team building activities, residential experiences, school productions
- Helping children develop personal qualities which are valued in a civilised society eg. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for children to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

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 their 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 local, national and global communities

Our school supports children's cultural development by:

- Extending children's 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 children to participate in literature, drama, music, art, crafts and other cultural events and encouraging them to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions etc
- Developing partnerships with outside agencies and individuals to extend children's cultural awareness eg. theatre, museum and gallery visits

British Values: Aims and School Context

British Values are entwined in our ethos and values. However, British Values are promoted more discretely through themed assemblies, links to PSHE and RE lessons and through cross-curricular topic work.

Democracy

- Provide children with a broad general knowledge of, and promote respect for, public institutions and services
- Teach children how they can influence decision-making through the democratic process in school and outside school
- Include in the curriculum and collective worship information about how democracy works in Britain
- Encourage children to become involved in decision-making processes and ensure they are listened to in school
- Hold 'elections' so children learn how to argue and defend points of view
- Help children to express their views in a range of different situations
- Share with children how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

Below are some examples of how we promote democracy in school.

- All children are involved in the democratic process of choosing by voting for School Council and Eco Council representatives each year
- Children are consulted on school issues through class discussions and activities
- Children follow the school rules and each class has their own class rules which are agreed by each member of the class
- Children choose activities for school events eg. Enterprise week, class stalls at the Christmas Fayre, charity events
- Assemblies on General Elections and Local Elections

Rule of Law

- Ensure school rules and expectations are consistently implemented and are clear and fair
- Support children to distinguish right from wrong
- Help children to respect the law and the basis on which it is made

- Help children to understand that living under the rule of law protects individuals
- Link the above to our school rules and ensure that children understand why school rules are needed to ensure a calm and productive school environment
- Include visits from the police in the curriculum
- Discuss religious laws and practices and how these may differ from British law
- Develop restorative justice approaches to resolve conflicts

Below are some examples of how we promote the rule of law in school.

- All staff apply the school's behaviour policy consistently and fairly
- School values are embedded in the life of the school
- Reward systems acknowledge good behaviour and children who demonstrate our school values
- Children follow the school rules and each class has their own class rules which are agreed by each member of the class
- Assemblies linked to rules and laws
- Opportunities for children to reflect on their behaviour and learning
- Assemblies on Road Safety and E-Safety
- Visits from the police and healthcare professionals

Individual liberty

- Support children to develop their self-knowledge, self-esteem and self-confidence
- Encourage children to take responsibility for their behaviour as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable children and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture

Below are some examples of how we promote individual liberty in school.

- Children are encouraged to make choices in a safe, secure and supportive environment
- Through our PSHE curriculum we discuss choices and the need to make the right choices
- Children take on important roles in school eg. playtime friends, sports ambassadors and librarians
- Children are taught how to be safe and how to act safely eg. E-Safety lessons, Safer Internet Day, Anti-Bullying week, Road Safety
- Our curriculum promotes independent learning and provides opportunities for children to exercise choice
- The range of extra-curricular activities and clubs on offer
- Fundraising for charities eg. Keech Hospice, Children in Need
- Residential school trips
- School Council

Mutual respect and tolerance of those with different faiths and beliefs

- Promote respect for individual differences
- Help children acquire an understanding of, and respect for, their own and others' cultures and ways of life
- Challenge any prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

Below are some examples of how we promote mutual respect and tolerance in school.

- Our school values and inclusive ethos
- Clear boundaries of behaviour through our school and class rules
- Our RE curriculum explores different faiths and beliefs
- Topics celebrate life in other cultures

- Assembly themes, stories and visitors that encourage an understanding and respect for a range of world faiths and cultures
- Celebration of national and international events eg. Queen's 90th birthday, St George's Day, Remembrance Day
- Theme days and weeks celebrating different faiths and cultures eg. Chinese New Year, Diwali Day, One World Week
- Visits to places of worship
- Weekly celebration assemblies
- Giving responsibility to pupils (team captains, playground buddies, peer mediators, etc.)
- Participation in events organised to raise money for local, national and international charities eg. Red Nose Day, MacMillan Cancer, Children in Need, Keech Hospice
- Work on prejudice-based bullying during anti-bullying week
- Using world events as opportunities to positively reinforce life and culture in other countries eg. Olympics, World Cup

Partnerships with parents, carers and the wider community

The development of a strong home-school agreement is regarded as highly important, enabling parents and teachers to work in an effective partnership to support children in their SMSC development.

Visitors are welcomed to participate in and contribute to school activities and curriculum delivery. Links with the local community, including local churches and other places of worship are fostered. Children are taught to appreciate and take responsibility for their local environment and the school supports the work of a variety of charities locally, nationally and globally.

Monitoring and evaluation

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

- monitoring of planning, teaching and learning including the assessment and tracking of pupil progress
- discussions at staff and governors' meetings
- audit of related policies and their consistent implementation as a whole school
- RE / PSHE Education and Citizenship development
- collating evidence of children's work and experiences
- sampling of pupil focus groups to evaluate impact on their knowledge, understanding, skill development and attitudes

Implementation of the policy and review

The implementation of this policy and the planning and teaching of SMSC and British Values is the responsibility of all staff.

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Next review: February 2025