

SMSC and British Values Policy

Written by: Carl Rogers
Adopted by Governors: January 2022
Date for review: January 2024

Developing Social, Moral, Spiritual and Cultural opportunities at Whittington C of E Primary School

Living and Learning with God by our side.

Whittington CE Primary School

The Department of Education 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.”**

As a church school, we work in a way commensurate with our vision and values, rooted in our commitment to enabling all in our school community to live life in ‘all is fullness’ (John 10:10).

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Whittington CE Primary School these values are reinforced regularly and in the following ways:

Democracy

At Whittington democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active **Eco council** is one such example. Every September we have an election week when the candidates for class representatives on the council pitch their election manifesto to the rest of their class. A secret ballot ensues and the results are announced in a special assembly. The children love this process and have great respect for the outcomes. The school council representatives meet regularly and take the ideas from the meeting back to their classes for discussion.

All children also complete an annual questionnaire which provides them with the opportunity to share their views of learning at Whittington and suggest ways in which the school could be improved further.

Governors also talk regularly to children to establish their views as a way of ensuring that school self-evaluation is robust and accurate, and therefore effective in moving the school forward. We also have an Eco Council and a Pupil Worship group.

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 the school day, as well as when dealing with behaviour and through school assemblies. Children 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. Our schools rules, rewards and sanctions which are displayed in all classrooms, referred to regularly and consistently upheld are a practical example of this. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions.

Mutual Respect

As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of Those of Different Faiths and Beliefs

Whittington is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Each year the children explore a world faith alongside their learning about Christianity. By the time they leave us all children have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism and Islam. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

At Whittington we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

Preventing Radicalisation and Extremism

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

The Governing Body of Whittington has a **zero tolerance** approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences. Whittington is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Whittington all staff are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

Children are encouraged to adopt and live out our Core Christian Values of:

Love
Honesty
Courage
Community
Quality

These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living. Children are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies and through the elected School Council members.

Definitions of Spiritual, Moral, Social and Cultural Development at Whittington CE Primary School

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Aims

Our aim is to prepare children for life in modern Britain; through providing a context rich curriculum which broadens their experiences, develops their imagination, creativity and fascination in learning. Pupil learning is at the very heart of our school, along with the importance of sustainability, the difference between right and wrong and how to get along with people from other backgrounds and cultures. We aim to develop learners who are fascinated and excited by school and opportunities offered. We teach our children to become 'good learners': developing skills of resilience, reflection, reciprocity and resourcefulness; so they are prepared with learning skills that will prepare them for life in 21st Century Britain. The ethos of our school is that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They are entitled to expect from others, good standards of behaviour, marked by respect and responsibility and we ask that all of our visitors offer that too.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop the spiritual, moral, social and cultural needs of all pupils. A vast majority of opportunities will be delivered through cross curricular activities as well as specific PSHE teaching, RE and worship. The taught curriculum is planned into terms for all year groups and clearly identifies moral, social, cultural and spiritual opportunities.

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

The school will develop a climate where pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of other individuals. These can occur during any part of the day, including: when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

We believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and other's actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop 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 develops pupil 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
- 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. Also monitoring in the simple ways the success of what is provided.

Teachers always discuss the behaviour code with their class, based on the values held by our school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social Development

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
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil 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 experiences to reinforce our values as a school community – for example, through assemblies, team building 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 and an awareness of others' needs
- 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
- Monitoring in simple, pragmatic ways, the success of what is provided

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. This is shown in our curriculum plans.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and environment our school develops pupils' cultural development by:
- 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 the 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
- Reinforcing the school's cultural links through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, ECO & School Council

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.



Headteacher

Chair of Governors