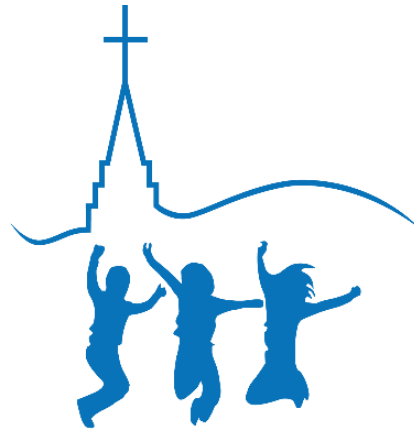


A St. Michael's CofE (VA) Junior School Policy



St. Michael's CE (VA) Junior School

SMSC and BRITISH VALUES POLICY

(Incorporating British Values Statement)

Our Vision

At St Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

By God's love, we all flourish together

Reviewed/ratified by Curriculum & Pupil Matters Committee	05/05/21
Reviewed/ratified by Curriculum & Pupil Matters Committee	01/12/21
To be reviewed:	2024

Spiritual, Moral, Social and Cultural and British Values Policy **(incorporating British Values Statement)**

Aim

At St Michael's CofE (VA) Junior School, the children and their learning are at the very heart of every decision made. We want our children to be successful, confident learners and responsible citizens. Guided by our Christian vision and values, we are committed to providing an environment that:

- enables children to learn and develop to their full potential.
- ensures respect, forgiveness, empathy for others and acceptance of differences
- encourages independence, resilience, cooperation and collaborative working
- ensures children develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- engages, excites and is meaningful and rigorous
- stimulates questioning and challenge
- is aspirational, creative, flexible and responsive
- prioritises spiritual, moral, social, cultural intellectual and physical development
- educates citizens for today and beyond
- is broad and balanced

We recognise the importance of both the academic and personal development and well-being of every child in our school, celebrating uniqueness and encouraging children to flourish. This includes recognising the importance of providing a range of opportunities for our children to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

The ethos of our school is that all people who attend or visit our school are valued as individuals in their own right. They should set - and expect from others - high standards of behaviour, respect and responsibility from children and staff.

We aim for children to:

- develop an inner discipline by encouraging them to make up their own minds
- be ready to accept responsibility for their actions
- grow as individuals through making reasoned choices
- be honest with themselves and others.

Spiritual, Moral, Social and Cultural development (SMSC)

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

Spiritual development (in conjunction with our Spirituality policy)

Spiritual development is intrinsic to understanding non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the Christian vision and values of the school. As a church school we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

We are committed to:

- celebrating the religious and non-religious beliefs and values that our children bring as part of their family/culture heritage building an awareness of and respect for others' spiritual and religious beliefs
- diversity
- fostering common human values and building spiritual capacities to promote self-worth.
- self-esteem and valuing others
- helping our children to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- developing our children' curiosity, imagination, creativity and promoting a lifelong love of learning.

It is shown by:

- providing and encouraging a sense of enjoyment, fascination and awe in learning about themselves, others and the world around them.
- a use of imagination and creativity in their learning.
- an 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
- willingness to reflect on their experiences.

Moral development

Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues and recognising and applying right and wrong.

We are committed to encouraging children to:

- respect the rights and property of others, their opinions and customs, even when they are different from our own
- be truthful and honest and have ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- help others
- solve differences of opinion in non-violent ways using the principles of restorative practice.
- understand the consequences of their behaviour and actions.
- be interested in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues

It is shown by:

- showing an interest in moral and ethical views, e.g. debates held in assemblies delivered by children.
- children have opportunities to investigate and offer reasoned views about moral and ethical issues. e.g. Year 5 – Persuasive letter writing about ethical and moral issues.
- providing opportunities for children to voice their viewpoint and appreciate others' opinions, e.g. through class debates/Pupil Parliament

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school e.g. through our comprehensive Behaviour Policy.
- Collective Worship which is linked to the news and current affairs and children are able to voice their opinion.
- displays around the school encouraging children to take responsibility for their actions, e.g. work presentation posters, how to treat others etc.
- providing children with opportunities to recognise right and wrong and apply it, e.g. Year 4 PSHE Anti-Bullying, Star or the Week award weekly

Social development

Social development shows children working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We are committed to:

- fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- providing an environment where children can take responsibility for themselves and others in school and the wider society
- teaching the Equalities Act throughout our curriculum.

It is shown by:

- using a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds.
- a willingness to participate in a variety of social settings, including by volunteering, co-operating 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; the children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We are committed to:

- promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- celebrating the richness of culture and tradition.
- weaving global education themes through our curriculum.
- understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others in preparation for life in modern Britain.

It is shown by:

- providing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- a willingness to participate in, and respond positively to, artistic, sporting, cultural, musical, mathematical, technological and scientific opportunities.
- encouraging an interest in exploring, understanding of, and 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 the local, national and global communities.

Planning

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural experiences. A vast majority will be delivered through cross curricular activities, as well as specific PSHE and RE lessons. On occasions, themed days or weeks such as Anti-Bullying Week and Heritage Week will be planned for to ensure children participate in a rich curriculum. Other aspects of SMSC will be covered during Collective Worship regularly.

Spiritual and Moral Development

Planned opportunities for spiritual and moral development in all subjects can be seen across the school. Children are given the opportunities to reflect upon the meaning of spiritual experiences:

- developing, understanding and reflecting on their own and others' beliefs and experiences. curiosity and wonder through hooks at the start of units, e.g. Year 3 Science – Finding a skull to support work on the human body.
- showing a sense of enjoyment and fascination in learning about themselves, others and the world around them, e.g. comparing their own lives with those in other countries.
- showing insights into deep questions about life, change and death.
- providing opportunities for awe and wonder, e.g. visits to Bhaktivedanta Manor, London theatres, Harry Potter Studios, and the Year 6 residential to Aylmerton.
- a sense of security, well-being, worth and purposefulness.
- providing children with opportunities to use their imagination and creativity, e.g. PTA's annual Easter bonnet competition, fundraising led by children, such as cake sales.
- recognising the importance of our Collective Worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.

As a school, we develop a climate within which children can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals. This can occur during any part of the school day, e.g. when listening to music, during class discussions on caring for animals, how we contemplate the future etc.

Social Development

At St Michael's we plan opportunities for social development in all subjects. We develop children's social development by:

- providing children with opportunities to use their social skills in different contexts, e.g. Christmas Productions, sport teams playing against other schools, School Council, Pupil Voice – working with others from neighbouring schools.
- planning collaborative work on a regular basis e.g. in class, in year groups or in house teams.
- providing children with positive experiences to reinforce our values as a school community, e.g. Year 6 residential, whole school Harvest festivals etc.

- providing opportunities for engaging in the democratic process and participating in community life, e.g. voting for school councillors each academic year, voting for classroom jobs.
- providing positive and effective links with the world of work and the wider community, e.g. Operation Christmas Child shoe box appeal.
- helping children to develop personal qualities which are valued in a civilised society, e.g. celebration Collective Worship, lunch time points, house points etc.
- providing opportunities for children to exercise leadership and responsibility, e.g. Year 6 house captains and monitors, librarians, play leaders etc.

Cultural Development

Planned opportunities for cultural development in all subjects can be seen across the school. Children are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is shown in our Foundation subject planning.

Examples of these opportunities include:

- extending children's knowledge and use of cultural imagery and language, e.g. through R.E, History, Geography and Spanish lessons (Deep Dive curriculum)
- encouraging children to think about special events in life and how they are celebrated, e.g. celebrating birthdays, Christmas etc.
- recognising and nurturing particular gifts and talents, e.g. show and tell in class, celebration Collective Worship, acknowledging out of school achievements.
- reinforcing the school's cultural links through displays, posters, exhibitions etc.
- providing opportunities to extend children' cultural development through trips, e.g. theatre, gallery and museum visits.
- providing children with opportunities to recognise how their own and others' heritage has been shaped, e.g. Heritage Week.
- children participating in artistic and sporting opportunities, e.g. Sports day, sporting matches, art competitions.
- sharing British Values with children, including the democratic parliamentary system and its central role in shaping history and values, e.g. Collective Worship on British value strands, activities based on the Magna Carta.

Promoting British Values

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, we have a broad curriculum that allows children to become rounded individuals. This is planned for in lessons, as whole school projects or as Collective Worship.

We promote British Values by:

- enabling children to develop their self-knowledge, self-esteem and self-confidence through the Star of the Week award, Head Teacher stickers and house points, as well as through peer and self-assessment.
- enabling children to distinguish right from wrong and to respect the civil and criminal law of England through setting clear school and classroom rules and the consequences of their actions related to our behaviour policy.
- promoting the concept that the rule of law protects individual citizens and is essential for their wellbeing and safety.
- encouraging children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the

locality of the school and to society more widely. This will be achieved through supporting local and national charities, including taking part in Operation Christmas Child each year.

- enabling students to acquire a broad general knowledge of and respect for public institutions and services in England, through whole school Collective Worship with public service workers informing children about their important role in society.
- encouraging children to demonstrate tolerance and harmony of different cultural traditions by ensuring they appreciate and respect their own and others' cultures. This is achieved through our broad and non-biased RE lessons, Collective Worship linked to religious and cultural events and our links with our international partner school.
- encouraging respect for other people and their opinions. Through Collective Worship and PSHE lessons, children understand that the freedom to choose and hold other faiths and beliefs is a protected law. Children should be taught to have respect for other people's views and these should be accepted and tolerated.
- encourage respect for democracy and support for participation in democratic processes by providing activities for children to understand how citizens can influence decision-making through a democratic process, by allowing children to vote about events and school projects.

Further information about our approach to the promotion of British Values at St Michael's Junior School is contained in our British Values Statement – see Appendix 1

Assessment

In order to monitor the effectiveness of SMSC across the curriculum, the school accesses and completes the SMSC quality mark audit tool (a leadership tool for monitoring and evaluating our SMSC provision) to inform future whole school planning. This data is shared with all staff and an action plan is compiled.

Equal Opportunities

All children will have equal opportunity to reach their full potential across the curriculum regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated according to their children's requirements enabling access for all.

Monitoring and Review

The senior staff, subject leader for SMSC and governors will be responsible for monitoring the implementation of this policy. We will complete an SMSC audit regularly, using an online toolkit.

Evaluation

This policy will be continually evaluated as part of the policy review process.



St Michael's CofE (VA) Junior School

British Values Statement

The *Department for Education* states there is a 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.”

At St Michael's Junior School, we promote and reinforce these values in the following ways:

Democracy

Democracy is promoted through our school council system, whereby each class elects two representatives to act as their 'voice' on key school issues or developments, reflecting our British electoral system and demonstrating democracy in action. The School Council meets regularly, reports back to the class. These children have an influential role in decision making, such as organising fundraising activities for a range of charities. In addition to the School Council forum, children have many other opportunities throughout the school day for their voices to be heard.

School assemblies follow government guidelines and include all aspects of the British Values Agenda, including democracy, and the local and general elections when appropriate. Within class, circle time and similar strategies are used to discuss issues, enabling a democratic voice and resolving problems. Assemblies linked to debates in the news are led by children. Each individual child is then able to express their opinion through voting on the key question.

Each year the children decide upon their class rules. All the children contribute to the drawing up of the rules and are expected to promote them and adhere to them.

The Rule of Law

The importance of Laws, whether they are those that govern the class, the school or the country, is consistently reinforced throughout the regular school day and also through planned activities and assemblies. Class rules are created at the start of each academic year and these are displayed in class and referred to regularly. These are deeply embedded in our work every day and through our Behaviour Policy. Our children are taught the value and reasons behind laws that they govern and protect us, the responsibilities involved and the consequences when laws are broken. Visits from authorities such as the Fire Service; Local Church etc. are regular parts of our Collective Worship dates to reinforce this message.

In PE, in our Intra and Inter school competitions, the importance of rules and fair play is highlighted and enable the children to understand the need for rules beyond the immediate school context, as well as the importance of exercise as a healthy activity.

Our curriculum has been carefully designed so children develop skills that enable them to understand the way rules and laws were developed at specific times in history and how they reflected the values of the period. Our RE units of work allow children to learn about the fundamental rules and beliefs of all the major religions and focus on common areas and differences within them.

Individual Liberty

We educate and provide boundaries for children to make choices safely, through the provision of a safe environment and inspiring education, and actively encourage them to do so. Our children are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra-curricular activities; our children are given freedom of speech and the opportunity to make choices.

Assemblies are used to celebrate the community of St Michael's Junior School and reflect the pride that can be felt in being a part of each different community, class, 'house' team and friendship communities that make up our diverse cultural community within the school.

Mutual Respect

Mutual respect is a key element of our Mission Statement which children, parents, staff and governors were fully involved in developing. It is deeply embedded in all that we do as a school. The children know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, however big or small. Children learn that their behaviour has an effect on their own rights and an impact on others. This value is woven into our assemblies as well as through the everyday curriculum planning. Children also take ownership of classroom rules at the start of each academic year.

The core value of respect at St Michael's Junior School underpins our work every day both in and out of the classroom. For example, at competitive events, our children are expected to shake hands with opposing teams.

In class, children often take part in collaborative work where they have to work closely with others. In these situations, they listen, consider and respect each other's opinions. They also take part in debates where they have to promote their ideas. However, they must consider others' feelings also.

Tolerance of those of Different Faiths and Beliefs

We place a strong emphasis on celebrating diversity in all its forms. Our broad and balanced RE curriculum enables children to learn about and respect the beliefs of those from different religions. Learning about other beliefs and religions is further embedded through our Collective Worship plan. Our curriculum actively plans for children to visit religious buildings to enhance their understanding of different faiths and beliefs through first-hand experiences. These include trips to a Sikh Gurdwara and the local Christian church. Members of different faiths or religions are also encouraged to visit our school and share their knowledge to enhance learning within classes and the school.

We celebrate the similarities and differences between each other. Assemblies and discussions involving prejudices and prejudice-based bullying are delivered and supported by learning in RE and PSHE. Children also take part in Anti-Bullying Week during assemblies. Our children, staff and our community members are expected to be aware of, and actively discourage sexual, racial, gender or disability discrimination, both in school and the wider world. We celebrate the positive contributions that all people can make to our school and global community. At St Michael's Junior School, we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

