



SMSC and British Values Policy

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Netherbrook Primary School

Social, Moral, Spiritual and Cultural (SMSC) and British Values Policy

At Netherbrook Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. Through our curriculum, teaching and learning and extra-curricular activities Netherbrook Primary School will actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs and faiths must be promoted throughout the school. Pupils, staff or parents who express opinions contrary to British Values will be challenged.

1 Aims and objectives

- 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 now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

2 Guidelines

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- All curriculum areas have a contribution to make to promote British Values and opportunities for this will be planned in each area of the curriculum.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Through our core values and curriculum, pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.
- Through our Rights Respecting Schools and Global Dimensions work, pupils, staff and parents should understand children's rights, respect them and challenge others if these rights are not respected.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Build effective, positive relationships with each other based on a culture of tolerance and respect.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

British Values

As a school we aim to promote British Values so pupils:

- Understand the values which underpin modern day life in Britain.
- Understand that living under the rule of law protects individual citizens and is essential for well-being and safety.
- Have a mutual respect and tolerance for and an understanding of, the various faiths and beliefs represented in Britain today.
- Value people's differences and respect them.
- Have an awareness and tolerance of communities different to their own.
- Value democracy and to stand up for right against wrong.
- Understand the importance of identifying and combatting discrimination.

3 Teaching and Organisation

Development in SMSC and teaching of British values 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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions, circle time and pause for thoughts will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. 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 – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

4 Links with the wider community

- Visitors are welcomed into school from a range of organisations.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Children will volunteer in local organisations and charities through our 'Community Warriors' programme.

5 Monitoring and Evaluation

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

- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of R.E policy, SMSC and Global Dimensions schemes and practices (see policy).

6 Links to other documents and policies

- R.E policy
- Citizenship Policy
- Equality Policy
- Global Dimensions scheme