

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

Date of policy:	June 2015
Date last review adopted by governing body:	2 July 2018
Frequency of review:	3 years

1. Spiritual, moral, social and cultural education (SMSC) and British values

Writtle Infant School is a school which aims to develop confident, independent, caring and enquiring individuals who are prepared for the future. We believe in fostering lifelong learning through providing an environment that values mutual trust and understanding, respect, honesty and equality and seeks to develop everyone's potential. We believe SMSC underpins everything we do and is closely linked to our school mission statement: *"A special place where everyone feels included and valued and achieves their best."*

Spiritual development is shown by:

Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's fascination and 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.

At our school these are some of the ways we promote spiritual development:

- Daily assemblies and special assemblies for events such as Poppy Day, Advent and Chinese New Year.
- Collective worship
- Class assemblies and Christmas plays
- School trips and visitors
- Music and Art appreciation
- Creating class books and displays
- Focus weeks such as: book week
- Cycle of enquiry as part of the RE curriculum
- Links to the local church and visits from the clergy
- Visitors from other faiths

The impact of spiritual development is:

- Children have a good understanding of community faiths
- Children are engaged in their learning
- Children develop a sense of spiritual identity
- Children are confident to explore other faiths and share their ideas
- Children take part in RE lessons

Moral development is shown by:

Ability to recognise the differences between right and wrong and their readiness to apply this understanding in their own lives.

Understanding of the consequences of their actions.

Interest in investigation and offering reasoned views about moral and ethical issues.

We promote moral development through:

- Planned PHSE programmes
- Discussing right and wrong
- Our school values
- Promoting making right choices
- Golden rules for the classroom and the playground
- Whole school reward system
- Assemblies
- School council
- Caring for others
- Anti bullying focus
- Supporting charities
- Visits and visitors e.g. Charities

The impact of moral development is:

- Children have a good understanding of right and wrong
- We have few behaviour incidents in the school
- Children understand the need for equality and fairness and demonstrate this in their interaction with peers and adults
- Children understand how to make a difference
- Bullying and racist incidents are extremely low

Social development is shown by:

Using 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, co-operating well with others and being able to resolve conflicts effectively.

Interest in, an understanding of, the way communities and societies function at a variety of levels.

We promote social development through:

- Work on friendships
- Sharing and turn-taking
- Anti bullying focus
- Buddy bus stop and playground friends
- SRE Education
- Supporting the local community e.g singing at the local residential home
- Parental support e.g Parent lunches

- Sociable lunchtimes – eating and playing together
- Book week
- Sports day
- School trips
- After school clubs
- Home visits in Foundation Stage
- Open afternoon
- WISPA events e.g Christmas fayre
- Subject assemblies
- Governor visits
- Community events e.g Carols on the Green
- School Nurture group

The impact of social development is:

- Children have a broad and balanced knowledge and experience of life choices reflected in their behaviour, ideas and actions
- Children are able to take responsibility for their decisions developing independence
- Children have a strong understanding of community and inter-relationships and how their actions impact on other people
- Children understand how to compete positively on behalf of their school
- Children take pride in their school
- Children participate in promoting their school, for example their behaviour at outside events and while on trips

Cultural development is shown by:

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 and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio economic groups in the local, national and global communities.

We promote cultural development through:

- Celebrating events e.g. Chinese New Year, Advent, Holi, mock coronation in church
- Sharing children's own personal experiences
- Inviting parents to come in and share their own personal experiences and traditions
- Visits and visitors
- Music and dance
- Sporting events
- Focus weeks e.g. Art and mindfulness
- Sharing stories from other cultures
- Use of intercultural resources

- Celebrating other cultures and languages

The impact of cultural development is:

- An understanding and tolerance of different faiths and beliefs
- Cultural enrichment such as learning about art and stories from different cultures
- An understanding of British traditions and beliefs

2. Our school values

Following input from all stakeholders, the school has decided on these five core values:

- Honesty
- Independence
- Politeness
- Inclusivity
- Perseverance

The children have chosen a character to represent them, called HIPIP. All staff refer to the values in their interactions with children and they are on our website. Children nominate others for the awards and this is the focus on our Friday assemblies.

3. Promoting British values

In 2011, the government defined British values as: **Democracy, the rule of law, individual liberty, mutual respect and tolerance of other different faiths and beliefs.** We promote these values through our own school values, curriculum and enrichment activities.

We promote **Democracy** through:

- Electing a school council
- Providing leadership opportunities e.g. Playground buddies, message monitors
- PHSE lessons and assemblies
- Children are taught about the United Nations Conventions on the Rights of the Child and learn to respect their rights and rights of others
- We promote the **rule of law** through:
- High expectations of pupil conduct which is reflected in our behaviour policy
- Rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through whole school behaviour systems
- PHSE lessons and assemblies
- Local police officer visit to school
- Children are taught about the United Nations Conventions on the Rights of the Child and learn to respect their rights and rights of others
- We promote **Individual liberty** through:
- PHSE lessons exploring personal responsibility, choices, ambition and aspiration
- Topics relating to individual liberty e.g. All about me
- Lessons teaching children how to keep themselves safe including online
- Children are taught about the United Nations Conventions on the Rights of the Child and learn to respect their rights and rights of others.

We promote **mutual respect** by:

- High expectations of pupil conduct which is reflected in our Behaviour Policy and Equality Policy

- Children are taught about the United Nations Conventions on the Rights of the Child and learn to respect their rights and rights of others
- Children are taught to respect each other, to be co-operative and collaborative, be supportive and to look for similarities while being understanding of differences
- Assemblies focussing on helping pupils to understand specific special needs
- We promote **tolerance of different faiths and beliefs** by:
- High expectations of pupil conduct which is reflected in our Behaviour Policy and Equality Policy.
- Children learn about different religions, beliefs, places of worship and festivals through the RE syllabus Explore
- Assemblies which mark and celebrate significant religious festivals such as Ramadan and Diwali
- Visits made by local clergy and children have the opportunity to visit places of worship
- Implementation of Prevent policy and action plan

4. Teaching and organisation

Development in SMSC and British Values will take place across all curriculum areas, within activities that encourage pupils to recognise 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. Teachers will inspire pupils through the enthusiasm for and modelling of learning. They will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

5. Monitoring and evaluation

Provision for SMSC and British Values is monitored and reviewed on a regular basis by the co-ordinators for PHSE and RE. In addition we ensure our website signposts all stakeholders to the support of SMSC and British Values.

6. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

7. ICT

Interactive whiteboards are extensively used by teaching staff, the whole class, groups or individuals throughout all aspects of lessons. ICT is used in maths lessons where appropriate. A range of resources including I-pads, tablets and Beebots are used to support and enhance learning.

8. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.