Spiritual, Moral, Social and Cultural Education and promoting fundamental British Values Policy

Chetwynd Junior School

Approved by: Chris Atkins		**Date:** 12.12.22
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Policy on Spiritual, Moral, Social and Cultural Education and promoting fundamental British Values

The School Value System states;

"Chetwynd School should be seen as an extension to the family".

Aim

We want our pupils to be successful, confident learners and responsible citizens.
We are committed to providing an environment that:

- Supports pupils in developing caring relationships, respect and responsibility.
- Create a caring ethos in the school where children can grow and flourish free from discrimination and racism.
- Provide a supportive learning environment to actively promote values.
- Ensure that children develop a sense of citizenship which includes the rejection of negative radical ideas, and promotes respect for civil and criminal law.
- Enables children to learn and develop to their full potential

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

- engages, excites 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

We recognise the importance of both the academic and personal development and well-being of every child in our school. Fundamental to that view is Spiritual, Moral, Social and Cultural development and the understanding of British values. We recognise the importance of "educating the whole child" and engaging with resources and opportunities beyond the school gates.

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

The Fundamental British Values that Chetwynd School promotes are;

- Democracy - (Ensuring that everyone has a voice).
- The rule of law - (Knowing right from wrong).
- Individual Liberty (Freedom to be heard).
- Mutual respect / tolerance of different faiths, cultures, beliefs. (Knowledge and understanding of others).

Children's 'lived experience' is critical to the promotion of British Values.

At Chetwynd our SMSC is developed as a whole-school approach with cross-curricular links to different subjects. Spiritual, Moral, Social and Cultural development (SMSC).

British Values are explored throughout each dimension.

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

Spiritual development:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

We are committed to:

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

Moral development

Moral development: knowing what is right and wrong and acting on it accordingly. 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 pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in non-violent ways using the principles of restorative practice.

Social development

Social development shows pupils 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 pupils can take responsibility for themselves and others in school and the wider society

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 value and celebrate the cultural diversity of our school, our society and the world by:

- 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.

Implementation:

We will ensure that the SMSC development and an understanding of Fundamental British Values of our pupils is promoted across the curriculum and in the wider life of the school by:

1. Enriching our curriculum through an annual SMSC calendar, which includes cultural festivals and themed weeks, such as anti-bullying week. And we welcome and include ideas from pupils, parents and the wider school community to make it fully inclusive. (links to school calendar)
2. Ensure teachers to plan for and respond to opportunities for SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution (see curriculum provision/overview)
3. Promote Fundamental British Values through focus on a 'Value of the Term'. This will include direct teaching and promotion through our Above and Beyond boards

Autumn Term	Respect Tolerance
Spring Term	Law Democracy (Ensuring that everyone has a voice).
Summer Term	Individual Liberty (Freedom to be heard)

4. Pupil Voice
5. The ethos of the school aims to develop personal qualities which are valued e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect ('Chetwynd Power' principles)
6. Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern (link to PHSE, Wellbeing, RSE, information)
7. We have a varied offer of after school clubs, residentials, visits and visitors, peripatetic music tuition and a board curriculum. (link to extra-curricular offer)

Effectiveness and Impact

The impact of the school values is measured by the Annual Pupil / Parent Questionnaires, community satisfaction and the way children conduct themselves in and around the school and community.

We are currently working towards the **National SMSC Quality Mark** which will support school in developing a robust self-evaluation framework. We ensure SMSC provision is located in multiple, but specific areas of schooling, avoiding the 'everywhere and nowhere' dilemma. See appendix 1

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect 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.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- 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 understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

C Brotherhood - Jan 2021