

SMSC (SPIRITUAL, MORAL, SOCIAL and CULTURAL) and VALUES POLICY

(INCLUDING BRITISH VALUES)

Amended: Summer 2019
Adopted by the Governing body: Summer 2019
To be reviewed: Summer 2022

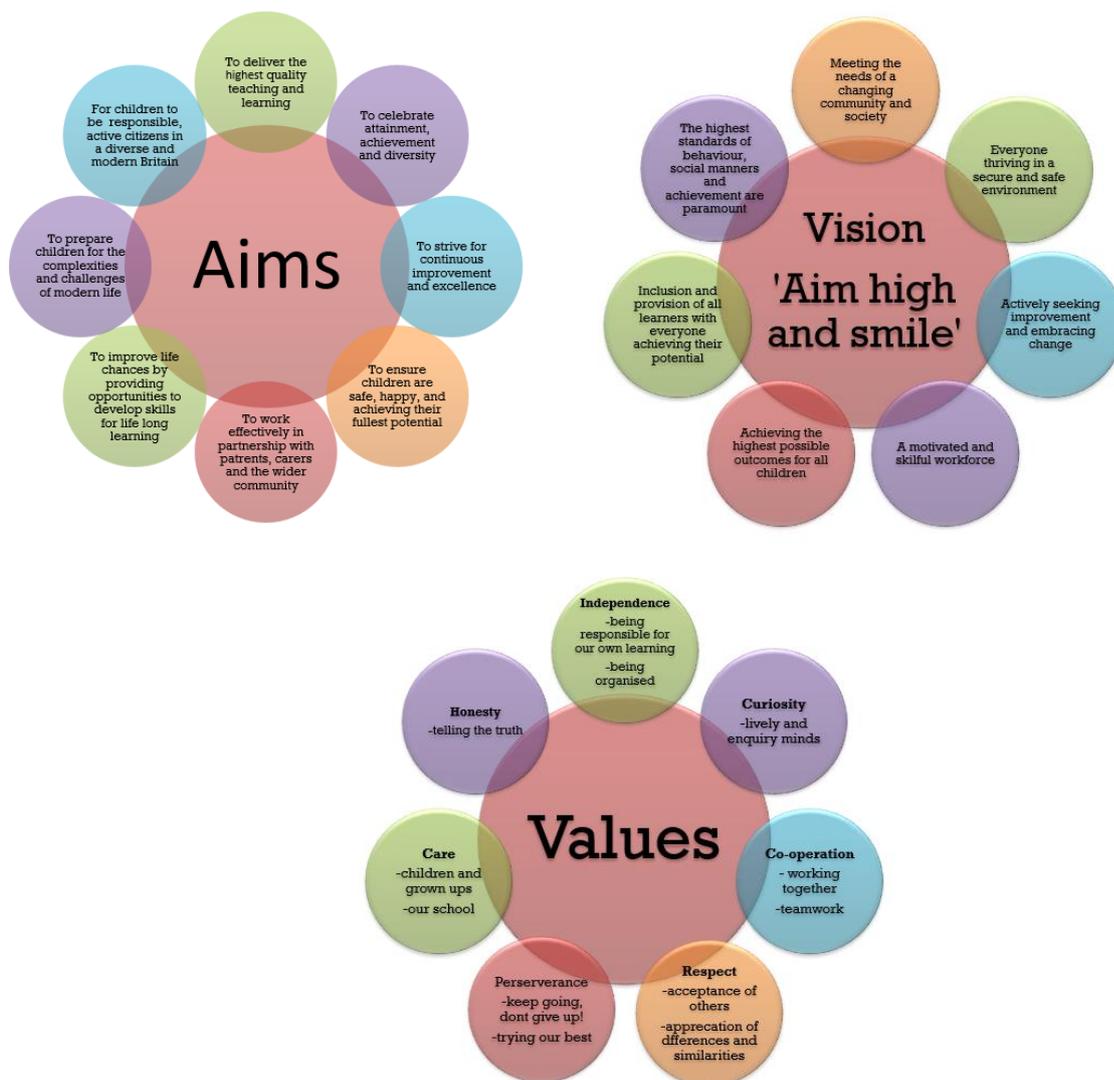
Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



This Policy is carried out within the context and spirit of the school's Aims, Vision and Values. It supports and reinforces the aims of West Hove Infant School, valuing all children equally and as individuals. We recognise the importance of both the academic and personal development and well-being of every child in our school. We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion.



Personal, Social, Health Education and Citizenship (PSHE&C) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

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

- providing an appropriate range of effective teaching and learning strategies that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- ensuring teachers plan for and respond to opportunities to develop SMSC values
- recognising the importance of our collective worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development

See **Appendix 1** for how we teach SMSC across the curriculum.

SPIRITUAL

Pupils' spiritual development is shown by their:

- 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
- 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

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
- Collective 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 or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

MORAL

Pupils' moral development is shown by their:

- 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
- understanding of the consequences of their behaviour and actions
- interest 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

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 through our Restorative Justice approach, 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. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time, Social Skills groups and SEAL/PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise and reward which highlights both academic and social achievements.

SOCIAL

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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

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

CULTURAL

Pupils' cultural development 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, 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

Our school develops pupils' cultural development by:

- Teaching respect for others and an appreciation of and respect for their own and other cultures
- Extending pupils' knowledge and use of cultural imagery and language
- Teach respect for others and an appreciation of and respect for their own and other cultures
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and 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, French and School Council

BRITISH VALUES

Definition

The promotion of the fundamental British values of:

- Democracy
- The rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different Faiths and Beliefs

These link to our school values in the following way:

British Value	School Value
Democracy	Working together/ Co-operation / Being part of a team
The rule of Law	School Golden Rules / Class rules
Individual Liberty	Independence
Mutual Respect & Tolerance of those with different faiths and belief	Respect/ Acceptance of others / Appreciation of differences and similarities

British values are promoted in so much of what we do through the curriculum, school assemblies and PSHE and RE lessons. The values are integral to our Aims, Vision and Values. As a school, we are increasingly culturally diverse and we are proud to promote and celebrate our different backgrounds and beliefs.

See Appendix 1 for examples of how British values are developed in the school and wider curriculum.

The following policies are closely linked with our spiritual, moral, social and cultural and values policy:

- Pupil Premium Policy
- SEN Policy
- Equalities Policy
- Collective Worship Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- Subject area policies especially, but not exclusively, RE, PSHE

Appendix 1

British Values and related School values		Examples of how these are developed in the school and wider curriculum
Democracy	<ul style="list-style-type: none"> • To understand and respect the democratic process • To understand how they can influence decision making through a democratic process • To understand how to argue and defend a point of view • To understand the importance of team work 	<ul style="list-style-type: none"> • School council whose members are voted on. H/T has two votes to ensure that the council members are representative of the entire school community • Parent council • Annual pupil survey • At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?' • Learning to learn week at the beginning of each year – Children discuss and decide how to be effective learners together / how to create a positive learning environment for one another. • Children contribute as a whole class at the beginning of the year to golden class rules, in addition to the school rules. <p>Moral strand of our PSHE&C curriculum:</p> <ol style="list-style-type: none"> 1. Begin to exercise choice and the right to decide 2. Begin to discuss and debate topical issues in both small and larger groups 3. Begin to contribute to the life of the class & school; e.g. classroom & library monitors 4. Become aware of and respect the different opinions of others 5. Offer simple ideas or opinions about real school issues. 6. Be confident to try new activities, initiate ideas and speak in a familiar group. 7. Consider the consequences of their words and actions for others. <p>P.E and school sport:</p> <ol style="list-style-type: none"> 1. Team games taught for striking & fielding, net and invasion games 2. Team games and working with others developed at playtimes- linked to P.E. lessons 3. Athletics 4. A range of extra-curricular activities
The rule of law	<ul style="list-style-type: none"> • Ability to recognise the difference between right & wrong and apply this to their own lives 	<ul style="list-style-type: none"> • H/T assemblies focus upon the School's Golden Rules • 'Behaviour for Learning' protocol is used in all classrooms to manage learning behaviours • Yearly police talks / emergency services visits

	<ul style="list-style-type: none"> • Ability to accept responsibility for their behaviour • To understand the consequences of their behaviour and actions • Ability to resolve conflicts effectively • Understand how they can contribute positively to the lives of those living and working in the locality and society more widely • To understand that living under the rule of law protects them and is essential for their well-being and safety 	<ul style="list-style-type: none"> • Star of the week • Classroom rules • Circle time discussions • Individual behaviour/management plans • Restorative Justice <p>Moral strand of our PSHE&C curriculum:</p> <ol style="list-style-type: none"> 1. Begin to manage their feelings in a positive way 2. Understand how rules help them; e.g. School's Golden Rules, classroom learning rules 3. Agree and follow rules for their groups and classroom 4. Begin to respect property- personal and public 5. Begin to recognise the difference between right and wrong 6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy 7. Begin to set personal goals 8. Begin to understand the roles of others in society e.g. people in our local community/people who help us.
Individual liberty	<ul style="list-style-type: none"> • To understand rights & responsibilities 	<ul style="list-style-type: none"> • School's Golden Rules • Sun/cloud system used in all classrooms to manage learning behaviours • Circle time discussions • Classroom rules <p>Citizenship strand of PSHE&C curriculum:</p> <ul style="list-style-type: none"> • Begin to know about different groups they belong to and the important people and roles within them. • Begin to develop a sense of responsibility and set a personal target. • Offer simple ideas or opinions about real school issues. • Begin to understand the rights and responsibilities of children. • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. • Consider the consequences of their words and actions for others.

<p>Mutual respect & Tolerance of those with different faiths and belief</p>	<ul style="list-style-type: none"> • Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values • Reflective about their own experiences • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds • Participate in a variety of communities and social settings, cooperating well with others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes 	<ul style="list-style-type: none"> • A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity • Signs around the school in other languages (classrooms and communal areas) • School's Golden Rules • Sun/cloud system used in all classrooms to manage learning behaviours • 'Wonderful World of me' displays in all classrooms • Equality action plan-updated annually • Children working in all curriculum areas in different groupings • Diversity within the school personnel • Monitoring of bullying and prejudiced based incidents by type • BME working party • Participation of community based activities; i.e. Brighton Festival, Dance at the Dome • Photos of children from all ethnicities used in classroom displays. <p>Moral strand of our PSHE&C curriculum:</p> <ul style="list-style-type: none"> • Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language • Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong • Learn how to respond appropriately to bullying • Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes • Have a positive self-image and show that they are comfortable with themselves. • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. <p>R.E. curriculum:</p> <ol style="list-style-type: none"> 1. Parent/carers invited in to talk about Diwali, Ramadan 2. Children sharing experiences of different festivals 3. To understand beliefs and teachings 4. To understand practices and lifestyles 5. To understand how beliefs are conveyed 6. To explore family routines and customs 7. To reflect 8. To understand values 9. To talk about similarities and differences
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		<p>between families, communities and traditions</p> <p>10. Visits to different places of worship</p> <p>French curriculum:</p> <ol style="list-style-type: none"> 1. To understand the French culture 2. To know the similarities and differences between themselves and others and among families, communities and traditions <p>History curriculum:</p> <ol style="list-style-type: none"> 1. To investigate and interpret the past 2. To build an overview of world history <p>Geography curriculum:</p> <ol style="list-style-type: none"> 1. To map where all families live/from 2. To compare the local area with Africa
<p>In addition to promoting British values, as part of the school's PREVENT strategy:</p> <ul style="list-style-type: none"> • We have robust safeguarding, e-safety, SMSC and Race equality policies • We promote a positive sense of identity and belonging through our RE and PSHE policies • We follow the faith schools guidance • We identify and recording any racist incidents • We challenge racism • We foster positive engagement with parent/carers • We provide staff training to ensure that staff know what to look out for and who to report to when children are identified as being at risk of radicalisation 		