

Britannia Education Trust



SMSC AND BRITISH VALUES POLICY

Approved by CEO : January 2019

Reviewed : Autumn 2022

This policy should be read in conjunction with the following policies:

- Behaviour and Anti-Bullying Policy
- PSHE Policy
- Religious Education Policy
- Equality Policy

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Introduction

Britannia Education Trust schools value our statutory duty to promote pupils' spiritual, moral, social and cultural development (SMSC) and recognise the importance of promoting British Values in the life of the school community. We recognise that every child has a valuable contribution to make to the life of our school and the wider community. It is our intention to develop pupils as responsible local, national and global citizens, who develop good character and integrity. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although these elements have been separated in this policy for the purpose of identifying where they occur, there is considerable overlap between them, not least in respect of their links to pupils' attitudes, morals, behaviour and cultural understanding.

Ethos and Values

Our children will thrive within an ethos of inclusion, creativity and excellence forming values that will equip them for life.

Inclusion

All children are provided with the resources to be successful learners, irrespective of background, ability or gender. In a supportive environment an optimistic outlook is fostered in which children develop open and honest relationships characterised by mutual respect. They co-operate with each other across all year groups, bridging social divisions and celebrating diversity of faiths, beliefs and cultures. Children have opportunities to express a passion for justice through practical initiatives that benefit those who are disadvantaged.

Creativity

Creativity embodies our approach to learning. We see creative ideas, nurtured imagination and inspired curiosity as essential ingredients to a resourceful thinker who can innovate and inspire. Combined with a Growth Mind Set that never hinders potential, creative pupils craft and shape new learning and ideas fostering a culture of artistry.

Excellence

Children develop key life skills to build character as well as competence. They have a zest for learning and embrace values such as hard work, self-management and reflective thinking to achieve their very best. Children from all backgrounds develop high aspirations, self-belief and an appetite for life-long learning which stands them in good stead for their future careers.

We recognise the way in which SMSC underpins our ethos and values and the consequent importance of embedding SMSC within the curriculum; it therefore features within a range of lessons across the curriculum.

Spiritual Development

We promote pupils' spiritual development by:

- Providing children with opportunities to explore a range of values and beliefs (including beliefs held by the world's major religions) and the way in which they impact on individuals' lives
- Encouraging children to explore and develop what animates themselves and others and to express this in creative ways

- Giving children opportunities to understand human feelings and emotions and the way in which they impact on people
- Developing an environment within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Celebrating differences and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

Moral Development

We aim to enable pupils to build a framework of moral values which regulates their personal behaviour. We help them to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time to reflect the values of society. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with respect and tolerance of others' values and beliefs.

We promote pupils' moral development by:

- Providing opportunities for reflection and the development of their own opinions
- Helping them to recognise and resolve moral issues and dilemmas implicit in given contexts
- Enabling them to make and act upon informed choices, taking right and wrong into account
- Understanding that there may be complex issues underlying disagreements and respecting the views of others
- Encouraging them to take pride in themselves and their work
- Developing the personal skills and qualities necessary to manage situations, such as being able to:
 - make decisions
 - reflect on and change personal behaviour
 - resist peer pressure
 - show respect and compassion for themselves, others and the environment
 - challenge behaviour which does not reflect this code, such as dishonesty, bullying, injustice, prejudice, discrimination and the misuse of power
 - abide by 'fair play': being good winners and losers, in games, rules and life

Social Development

We develop in our children a growing understanding of the part that they play within the school community and wider society, both now and in the future. Through their social development, we encourage children to relate positively to others, participate fully in the community and develop an understanding of good citizenship.

We promote pupils' social development by:

- Developing an understanding of and respect for others, their opinions, beliefs and customs
- Developing an understanding of society's institutions, structures and characteristics, including democracy and the rule of law
- Encouraging them to have a sense of pride in their community;
- Nurturing the development of the inter-personal skills necessary for successful relationships
- Encouraging them to value differences including those related to culture, beliefs, ethnicity, social background, disability, gender and gender identity and to develop tolerant and accepting attitudes to all members of the school community
- Helping them to use restorative approaches with their peers and to facilitate their ability to use these approaches with increasing independence
- Encouraging them to think about the impact of their own and others' actions on others;
- Providing opportunities for children to develop self-confidence and interpersonal skills, e.g. through team building activities that require communication and collaboration
- Expecting pupils to exhibit good manners and courteous behaviour
- Providing opportunities for pupils to serve the wider community, e.g. through fundraising initiatives and projects that address environmental issues

Cultural Development

There is a wide range of cultures represented in our schools. Cultural development is key to promoting community cohesion. Promoting pupils' cultural development is closely linked to our intention to value cultural diversity, to work against prejudice and prevent all forms of discrimination.

We promote pupils' cultural development by:

- Enabling children to understand and appreciate a variety of cultures and to grow within the emerging world culture of shared experiences provided by television, the internet and travel
- Helping children to understand that cultures are always evolving and adapting to change

- Providing pupils with the knowledge of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world
- Celebrating, the diversity of cultural, spiritual, social and moral traditions within their community and the wider world
- Developing the knowledge, skills, understanding, qualities and attitudes they need to contribute to culture in the form of music, art, drama, dance and literature
- Encouraging a personal response to a range of cultural activities
- Exposing children to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching
- Challenging attitudes that are based upon prejudice and developing tolerant attitudes to members of different cultures

BRITISH VALUES

Introduction

Britannia Education Trust schools are committed to reflecting British values in every aspect of the life of the school communities. We encourage pupils to be creative, open-minded and independent individuals, respectful of themselves and of others in our schools, our local communities and the wider world. British Values are promoted regularly lessons and through weekly assemblies and provide opportunities for reflection on the importance of these values.

We actively promote British values in the following ways:

Democracy

- Elections for the School Council (years 4, 5 and 6) and various Ambassador roles are held each September
- Candidates are required to give a simple presentation to their classmates and votes are cast through secret ballot
- Pupil Voice is facilitated through the School Council which meets weekly and considers pupils' suggestions for enhancing the life of the school with a particular focus on improving:
 - Lessons
 - After school clubs and activities
 - The school environment
 Ideas for improvement are considered by the Senior Leadership Team and are implemented whenever feasible, e.g. the inclusion of more opportunities for drama in lessons, a wider range of clubs and new playground equipment

- Ambassador roles provide regular opportunities for children to be involved in pupil-led initiatives for example in sports and the arts
- Lessons provide opportunities for the expression of pupil voice, e.g. through pupil led discussions within Philosophy for Children sessions. English lessons frequently require children to discuss and write balanced arguments on a range of ethical and topical issues
- Designated lessons within our curriculum provide opportunities to consider the role and importance of democracy in societies, e.g. the ancient Greeks and 20th century European countries; this is compared with other forms of government
- Pupils provide regular feedback on the curriculum through online surveys completed at the end of each topic
- Opportunities are provided for informal voting on issues within lessons
- Pupil voice plays a key role in Radio Clubs. Pupils are provided with opportunities to run clubs autonomously and decisions are made democratically
- The principles underlying democracy are applied frequently in lessons e.g. partner talk, group discussion, sharing, cooperation and collaboration
- Weekly class sharing assemblies are pupil led and enable children to present their learning to parents and pupils
- We promote an environment in which opinions and questions are valued and encouraged

The Rule of law

The ethos in our schools helps pupils to explore morality (which is one of our Qualities for Life) and to distinguish right from wrong.

The five keys rules of the school are highlighted in our Behaviour Policy and underpin our approach to promoting positive behaviour and attitudes throughout the school:

- We are kind, helpful and respectful
- We are ready to learn, enthusiastic and try our best
- We always listen well and speak clearly to everyone
- We look after our school and everything in it
- We keep our hands and feet to ourselves

Pupils are expected to take responsibility for their behaviour and to reflect on the consequences of their words and actions.

Our Behaviour Policy includes a section on responding to bullying and racist incidents and maintaining a safe school. The Policy sets out a zero tolerance approach to any form of aggression, abuse or violence; this extends to pupils, staff, parents and carers. We raise awareness of bullying by being part of the National Anti-Bullying Week and Internet Safety Day.

Children are rewarded regularly for positive learning attitudes and behaviour and receive recognition at our weekly Gold Star and Special Lunch assemblies. These assemblies are used to develop children's confidence and self-esteem and to recognise pupils who act as good role models. Positions of responsibility, for example membership of the School Council, are dependent on elected children providing a positive example to others.

The importance of laws is highlighted in lessons and assemblies. Pupils are taught that laws exist to uphold values, to maintain order, to protect individuals and to safeguard their wellbeing. They understand that laws bring responsibilities and that there are consequences when they are broken. Occasional visits from authorities such as the Police help to reinforce this message.

Individual liberty

In Britannia Education Trust we pride ourselves on fostering an environment in which children are encouraged to become increasingly confident, autonomous individuals. Both within and outside of lessons students are actively encouraged to make the right choices, knowing that they are in a safe and supportive environment. As children move up through the school they are supported to understand and exercise their rights and personal freedoms and they receive guidance on how to exercise these safely, for example through lessons and assemblies on E-Safety.

Vulnerable pupils are supported to make appropriate decisions and staff ensure that adults supporting them are doing so with the children's best interests at heart.

We have a robust anti-bullying culture that emphasises the importance of every child being able to thrive as a confident individual and a successful learner. This culture is reflected in our Behaviour Policy and also in the life of our school community in which the vast majority of children enjoy school. Staff work to promote pupils' self-esteem throughout the school day.

Mutual respect

Respect is one of the 14 key Qualities for Life in our schools. Pupils know and understand that respect is to be shown to everyone, both adults and children.

Mutual respect underpins our Behaviour Policy and our school rules. Both inside and outside the classroom pupils are helped to acquire an understanding of, and respect for, their own and other opinions, perspectives, faiths, cultures and ways of life.

School assemblies regularly address the importance of respect and how it is to be demonstrated.

Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour, whether this is based on ethnicity, culture, beliefs, social background, sexuality, gender, gender identity or disability. All such incidents are recorded in line with our Behaviour Policy.

Tolerance of those of different faiths and beliefs

Pupils in Britannia Education Trust schools represent a range of different religious beliefs. We encourage a positive learning environment in which tolerance is demonstrated towards every member of the school community, irrespective of their faiths or beliefs. Discussions in lessons promote tolerance and challenge disrespect, prejudice and prejudice-based bullying.

R.E. lessons explore the six major world religions. Pupils of different faiths are encouraged to share their knowledge to enhance learning, e.g. a discussion of fasting during Ramadan.

Weekly assemblies provide regular opportunities to recognise and reflect on different religious celebrations and their associated beliefs and practices.

Links and visits are promoted with local faith communities and places of worship, e.g. a local church, mosque, synagogue, Hindu temple and Buddhist centre.

Staff training

- Britannia Education Trust staff are made aware of their responsibilities relation to SMSC and British values during their induction
- If deemed appropriate, staff will be offered the opportunity to participate in further training on promoting SMSC and British Values