

# Spiritual, Moral, Social and Cultural (SMSC) and British Values Policy - Whole School and EYFS

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# Sires Hill PRIMARY ACADEMY

## Policy Review Information:

<b>Policy</b>	SHPA SMSC and British Values Policy
<b>Review schedule</b>	Every 3 Years
<b>Statutory Policy</b>	No
<b>Policy owner</b>	Principal
<b>Lead Reviewer</b>	Principal
<b>Approver and date of last approval</b>	Executive Principal, 11/12/2023

<b>Key review dates</b>	<b>Changes made</b>
February 2023	Adapted from the DPA version at this date for use at SHPA
11/12/2023	Reviewed by AA. . Addition to social development section with reference to the Equalities Act
Next review date: 12/12/2026	

## **Introduction**

The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils is at the heart of the education offered in Sires Hill Primary Academy. We aim to provide a broad education and a range of experiences that provide children with opportunities to explore and develop their own values and beliefs, spiritual awareness and to develop 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 other cultures.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

This policy makes reference to section 78 of the Education Act 2002, Equality Act 2010 and the Teachers' Standards. It is linked to our Behaviour, Collective Worship, Curriculum, Equality, Teaching and Learning and SEND policies.

## **Our Aims**

Through our provision of SMSC, we actively seek (age appropriate) to:

- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable our children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling our pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **How do we promote British values?**

- We include in the curriculum material in history, art, music, literature, and science that reflect British values.
- We include in suitable parts of the curriculum (age appropriate for pupils), material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- We ensure that all our pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as our school council whose members are voted for by the pupils.
- We use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- We use teaching resources from a wide variety of sources, including the Oxfordshire RE Agreed Syllabus, to help pupils understand a range of faiths.
- We include RE and PSHCE foci and the celebration of religious days in our assemblies.
- We have a multi-cultural lunch menu and we use lunchtimes to celebrate religious and cultural occasions.



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- We consider the role of extra-curricular activity, in promoting fundamental British values.
- We do not promote partisan political views in the teaching of any subject in the school.
- We take steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils in lessons, in extra-curricular activities and in promotional materials they are offered a balanced presentation of opposing views.

### **Our expectations of pupil understanding and knowledge developed through the promotion of British values are:**

- an understanding of how as citizens we can influence decision-making through the democratic process (e.g. Election to and working of the School Council);
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety (Understanding roles in society e.g. the work of police officers);
- an understanding that there is a separation of power between the executive and the judiciary ((Covered more in Years 5 &6);
- and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence (Covered more in Years 5 &6);
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

### **Spiritual Development**

We support the spiritual development of our pupils to enable them to develop 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 (reflection during assembly, PSHCE and Thinking skills lessons, restorative circles);
- sense of enjoyment and fascination in learning about themselves, others and the world around them (reflection in topic, self / peer assessment);
- use of imagination and creativity in their learning (independent learning, pupils drive own learning, involved in planning);
- willingness to reflect on their experiences (experiences as above / academy council).

### **Moral Development**

We support the moral development of our pupils to enable them to develop their:

- ability to recognise the difference between right and wrong, and to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England (academy rules, rewards and sanctions);
- understanding of the consequences of their behaviour and actions (behaviour policy);
- 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 (Thinking Skills and talking/listening strategies, curriculum addresses local and national issues where appropriate).

### **Social Development**

We support the social development of our pupils to enable them to develop 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 (restorative circles, work in the community);
- 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 (assemblies, PSHCE lessons).
- Teaching the Equalities Act throughout our curriculum.

### **Cultural Development**

We support the cultural development of our pupils to enable them to develop their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others (History, music, text choice for Guided Reading, PSHCE);
- 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 (music, attendance at sporting competitions and music festivals);
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity;
- tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Our PSHCE programme**

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends eg Talking Ted. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating. All pupils are taught how to use the TAG anti bullying strategy.

### **Religious Education**

We follow the Agreed Syllabus for Religious Education (SACRE) produced by Oxfordshire Diocese. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

### **Collective Worship**

Families who send their children to this school range from practising Christians, those from other faiths to some who are from non-religious backgrounds. We recognise that in asking our children to worship we must consider the background that our children come from and it is, therefore, not the practice of this school to preach to or convert the children. Our acts of worship are 'wholly or mainly of a broadly Christian character' for the majority of the time. The faith background of both the staff and the child's family is respected at all times.

### **Monitoring and Evaluation**

The monitoring and evaluation process will be informed by:

- SLT meeting discussion
- Half termly visits by Multi-Academy Trust Director of Education
- Principal's report to the Multi-Academy Trust
- PSHCE annual audit