



## MOORHILL PRIMARY SCHOOL TEACHING AND LEARNING POLICIES

### SMSC & BRITISH VALUES POLICY

At Moorhill Primary School we recognise that the personal development of children - **spiritually, morally, socially and culturally (SMSC)** - plays a significant role in their ability to learn and achieve. This fulfils our obligation and requirements as set out in section 78 of the Education Act (2002).

We also recognise the importance of key **British Values**: mutual respect for, and tolerance of those, with different faiths & beliefs, & for those without faith; individual liberty; the rule of law; and democracy. We have a duty to actively promote and embed these values and to challenge pupils, staff or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We have created a warm and supportive environment which enables every child to feel happy, safe and valued. Our caring ethos enriches our children making them confident learners ready to embrace their future.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, 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.

#### **As a result of promoting British Values we expect our children to show:**

- an understanding of how decision making is influenced;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people have different faiths or beliefs to oneself (or having none), that this should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

#### **SPIRITUAL DEVELOPMENT:**

This refers to the way children acquire personal beliefs and values, especially on questions about religion, cultures and basic personal and social behaviours. It relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

We aim to provide learning opportunities that will enable pupils to:

- develop self-confidence;
- develop their imaginations;

- reflect on, consider and celebrate the wonders and mysteries of life;
- discuss beliefs, feelings, values and responses to personal experiences;
- experience moments of stillness and reflection;
- form and maintain relationships with peers;
- learn how to express their feelings in an appropriate way;
- develop their capacity for critical and independent thought.

#### **MORAL DEVELOPMENT:**

This refers to a pupil's understanding of the difference between what is right and what is wrong. It supports the reflecting of the consequences of their own actions, a concern for others and learning how to forgive themselves and others. It develops their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- exercise self-discipline;
- be truthful;
- act with care and consideration towards others, including property;
- take responsibility for their own actions;
- to help those less fortunate than themselves;
- develop high expectations and a positive attitude.

#### **SOCIAL DEVELOPMENT:**

This refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society.

We aim to provide learning opportunities that will enable pupils to:

- participate fully and take responsibility within the class and school;
- work cooperatively with others;
- foster a sense of community with common, inclusive values;
- be sensitive to the needs and feelings of others;
- show care and consideration for others e.g. sharing and turn taking;
- promote racial, religious and other forms of equality;
- recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues;
- develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect;
- participate in the democratic process and participate in making community decisions;
- exercise leadership and responsibility.

#### **CULTURAL DEVELOPMENT:**

This refers to pupils developing a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

We aim to provide learning opportunities that will enable pupils to:

- explore their own social and cultural environment;

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society today;
- recognise and nurture particular gifts and talents;
- develop partnerships with outside agencies and individuals to extend pupil's cultural awareness;
- develop an understanding of Britain's local, national, European and global dimensions;
- challenge opinions or behaviours in school and the community that are contrary to British Values.

### **Organisation**

We believe that spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities for pupils to;

- talk about personal experiences and feelings;
- express and clarify their own beliefs;
- speak about difficult events;
- share thoughts and feelings with others;
- explore relationships with friends, family and others;
- consider others needs and behaviours;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attributes that enable them to develop socially, morally, spiritually and culturally.

Our provision of Spiritual, Moral, Social and Cultural (SMSC) education is *delivered through a broad and balanced curriculum*, assemblies and specific events. We have embedded the 'Jigsaw' Programme (P.S.H.E.) and the 'Discovery R.E' programme to enhance learning in these areas. A breakdown of how this looks at Moorhill Primary School can be found in the SMSC & British Values at Moorhill Primary School document.

### **Safeguarding**

We have a duty to safeguard children, young people and families from extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Staff must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead [Mrs. Sindrey] or deputy safeguarding leads [Mrs. Scotchmer & Mrs. Andrews].

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified. All staff complete online Prevent training.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that this policy and its guidance is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Moorhill Primary school.

### **Linked policies**

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

- Equality Policy and Accessibility plan
- Prevent policy and procedures
- Safeguarding policy
- Behavior policy
- Acceptable use policy
- Anti-bullying policy
- PSHE & RSE policy
- EYFS policy

Reference should also be made to the following documents –

- Curriculum Maps
- SMSC and British Values at Moorhill Primary School
- PSHE Jigsaw programme
- Discovery RE programme

### **Monitoring and review of the policy**

It is the responsibility of the Headteacher to monitor the development of this policy. There is a named Governor responsible for PSHE, RSE & SMSC – **Ms. L Horner**. This governor will discuss SMSC & British Values with senior leaders and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and senior leaders will also carry out monitoring as part of the whole school monitoring schedule.

This policy will be reviewed every 2 years. The Governors will be advised of any changes to this policy.

- Date: March 2020
- Review Date: March 2022