

## **Gooseacre Primary Academy SMSC and British Values Policy**

At Gooseacre Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to 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 the cultures. Through SMSC we actively promote British Values.

### **Guidelines**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions. Throughout the year, teachers highlight Appendix 1, which identifies opportunities that they have provided for children throughout the year.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To enable pupils to understand the importance of respect and leave school fully prepared for life in modern Britain.

- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs

### Spiritual Development

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

### Moral Development

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

### Social Development

*As a school we aim to promote opportunities that will enable pupils to:*

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Allow them to participate fully in and contribute positively to life in modern Britain.

### Cultural Development

*As a school we aim to promote opportunities that will enable pupils to:*

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Gain knowledge of Britain's democratic parliamentary system

### **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

*Class reflections and circle time will give pupils opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

#### **Links with the wider community**

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

#### **Monitoring and Evaluation**

*Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:*

- Monitoring of lesson plans and teaching and learning, by the headteacher and members of the SLT
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP/SIP.

#### **Equal Opportunities**

Equality of opportunity in SMSC at Gooseacre Primary Academy is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. The content of the SMSC curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls

- Children with special needs, including gifted and talented
- Children from all social, cultural and ethnic backgrounds
- Looked after children

**Date Agreed: July 2017**

**Reviewed: July 2019**

**To be reviewed: July 2020**

## **Appendix**

### **Spiritual Development**

#### **At Gooseacre we provide opportunities for children's spiritual development through:**

- ☆ giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- ☆ where children already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them;
- ☆ encouraging children to explore and develop what animates themselves and others;
- ☆ encouraging children to reflect and learn from reflection;
- ☆ giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- ☆ developing a climate or ethos within which all children can grow and flourish, respect others and be respected;
- ☆ accommodating difference and respecting the integrity of individuals; promoting teaching styles which:
  - value children's questions and give them space for their own thoughts, ideas and concerns;
  - enable children to make connections between aspects of their learning;
  - encourage children to relate their learning to a wider frame of reference - for example, asking 'why', 'how' and 'where' as well as 'what';
- ☆ giving children the opportunity learn about different beliefs and views, and to develop the ability to express their own in an informed and unprejudiced way;
- ☆ encouraging children to appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different people express beliefs and live their lives as a form of spiritual expression;
- ☆ allowing time for children to reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.
- ☆ giving children the opportunity to express a sense of delight at their own and others' achievements;
- ☆ developing an understanding that quality of life can be influenced through an interaction with other people, nature, the arts and sciences;
- ☆ recognising and valuing the worth of everyone's contribution to our school community;
- ☆ express themselves creatively within the curriculum and extra-curricular activities;
- ☆ providing opportunities for children to feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities;
- ☆ Planning for children to encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena;
- ☆ Using the local environment as a means to reflect on and celebrate nature as a source of inspiration.
- ☆ monitoring in simple, pragmatic ways, the success of what is provided.

## Cultural Development

### **At Gooseacre we provide opportunities for children's cultural development through:**

- ☆ providing opportunities for pupils to explore their own cultural assumptions and values;
- ☆ presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- ☆ extending pupils' knowledge and use of cultural imagery and language;
- ☆ 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;
- ☆ developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- ☆ reinforcing the school's cultural values through displays, posters, exhibitions, etc;
- ☆ auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- ☆ drawing upon a broad range of cultural traditions to recognise and appreciate the experiences, values, traditions and work of others;
- ☆ experiencing personal enrichment from an understanding and appreciation of different traditions from children's own and other cultures and communities;
- ☆ recognising and appreciating that different cultures have similar and different ways of expressing their beliefs and emotions through the arts;
- ☆ recognising the contributions made by many cultures to musical development and the influences on and contributions to each other;
- ☆ developing appreciation of and sensitivity towards cultural traditions; and monitoring in simple, pragmatic ways, the success of what is provided.

## Moral Development

### **At Gooseacre we provide opportunities for children's moral development through:**

- ☆ 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 practise moral decision-making;
- ☆ rewarding expressions of moral insights and good behaviour;
- ☆ making an issue of breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school;
- ☆ modelling, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- ☆ 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; for example, respect for property, care of the environment, and developing codes of behaviour;
- ☆ providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- ☆ reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc; and
- ☆ encouraging children to acquire self-discipline and make responsible use of their talents;
- ☆ encouraging children to distinguish between right and wrong and take responsible actions when deciding how they should act;
- ☆ practising those skills needed to form and sustain good relationships including; respect for privacy and property, loyalty, trust and confidence;
- ☆ encouraging children to acquire the will and ability to be responsible members of our community;
- ☆ promoting the values and attitudes which inform their musical response - for example, in responding to religious music;
- ☆ recognising, when appropriate, the moral dilemmas which may occur in particular social contexts e.g. when music is banned, adopted to represent a particular anti-Semitic philosophy as with Wagner;
- ☆ understanding the context and functionality of music that is used to express particular religious beliefs or social contexts;
- ☆ recognising the values and attitudes that are attached to particular musical experiences in a religious and social context;
- ☆ monitoring in simple, pragmatic ways, the success of what is provided.

### Social Development

#### **At Gooseacre we provide opportunities for children's social development through:**

- ☆ identifying key values and principles on which school and community life is based;
- ☆ fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish;
- ☆ encouraging pupils to work co-operatively;
- ☆ encouraging pupils to recognise and respect social differences and similarities;
- ☆ providing positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions;
- ☆ helping pupils develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect;
- ☆ helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community;
- ☆ helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- ☆ providing a conceptual and linguistic framework within which to understand and debate social issues;
- ☆ 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;
- ☆ working co-operatively and collaboratively with each other in the pursuit of shared goals;
- ☆ working with others in situations of trust and responsibility;
- ☆ understanding the importance of, and actively participating and contributing to the life of our school and the wider community;
- ☆ taking responsibility and care for others;
- ☆ agreeing and putting into practice accepted codes of social conduct;
- ☆ being aware of their social responsibilities within their own actions;
- ☆ interacting positively with other pupils;
- ☆ developing self-respect and commitment to others and tasks, and;
- ☆ monitoring in simple, pragmatic ways, the success of what is provided.