



# **Spiritual, Moral, Social and Cultural Policy (incorporating British Values)**

**November 2018**

**Approved by the Governing Body Strategy Group 15/11/18**

**This Policy is due for renewal in Term 2  
2020–21**

# **SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY (incorporating British Values)**

**OF**

## **GODINTON PRIMARY SCHOOL**

### **SECTION ONE – THE PURPOSE OF THIS POLICY**

To ensure that Godinton Primary School provides opportunities for pupils to develop spiritually, morally, socially and culturally.

To ensure that the promotion of British Values within the school curriculum is addressed. As of November 2014, all schools have a duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This policy is informed by the DfE documents:

Improving the spiritual, moral, social and cultural (SMSC) development of pupils (Departmental advice for independent schools, academies and free schools) November 2013

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (Departmental advice for independent schools, academies and free schools) November 2014 and

Promoting fundamental British values as part of SMSC in schools (Departmental advice for maintained schools) November 2014

### **SECTION TWO – CONTENT OF THE POLICY**

In each of the areas we have defined the behaviours, attributes and abilities that we help to develop within our children.

These behaviours, attributes and abilities are:

#### **Spiritual**

- Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride.
- The sharing of thoughts, feelings and views in conversation and the making of perceptive comments.
- Addressing the questions of life, grasping the idea of wonder, experiencing deep feelings about what happens to them and understand how beliefs and values shape motivation.

## **Moral**

- Becoming honorable, respectful, ethical and fair.
- Sharing respect for the law and an understanding of consequence.
- Recognising the need for rules to govern right and wrong conduct.
- Questioning appropriately all that goes on around them including moral and ethical issues on which they can offer a reasoned view.
- Engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- Appreciating the role of Britain's parliamentary system

## **Social**

- Politeness, courtesy, self-discipline, self-awareness and caring.
- Valuing others and understanding the need to be able to work with others. Recognising diverse viewpoints.
- Addressing their own difficulties and the difficulties of others.
- Participating, volunteering and cooperating within the school and local community.
- Resolving conflict.

## **Cultural**

- Developing an awareness of their own culture and of other cultures. Recognition of the interaction between cultures. Respecting and celebrating diversity.
- Application of their learning to different cultural circumstances.
- Recognising their own need and the needs of others for a wide intellectual development.
- Participating in cultural opportunities.

## **SECTION THREE – AIMS AND OBJECTIVES**

Through the provision of **SMSC**, our school:

- enables children to develop their self-knowledge, self-esteem and self-confidence;
- enables children to distinguish right from wrong and to respect the civil and criminal law of Britain;
- encourages children 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;

- enables children to acquire a broad general knowledge of and respect for public institutions and services in Britain;
- furthers tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourages respect for other people; and
- encourages 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 Britain.

The promotion of British values is an important part of our school ethos and is used as a means to develop the children's understanding in the following areas:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- 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; and
- an understanding of the importance of identifying and combatting discrimination.

An overview of how the school promotes British Values is attached as Appendix A.

#### **SECTION FOUR – PROCEDURES AND IMPLEMENTATION**

SMSC development and the promotion of British Values are addressed both through the curriculum and through wider school events. It is primarily addressed through STAR (Showing Tolerance and Respect) Week. This is a week, each term when the whole school focuses on RE and PSHE. We also incorporate Guiding Stars (aspects of our whole school Star Values) into curriculum lessons. Our School Values are attached as Appendix B.

The SMSC objectives as outlined above are also achieved through:

- The overall positive ethos of the school – including star values.
- Discrete, age appropriate lessons which focus on aspects of SMSC
- Opportunities in the curriculum and especially our curriculum for RE and PSHE and Citizenship
- Collective Acts of Worship
- Responsibilities undertaken by the children e.g. prefects, monitors, school council

representatives, House Captains.

- Opportunities for children to engage in decision-making opportunities and to feel that they have a voice, which is listened to e.g. school elections, Sports Leaders, Mini Management Team.
- Whole school initiatives such as participation in activities for Anti-Bullying Week or raising money for a specific charity
- Adults as role models, high expectations of staff behaviour
- Celebration Assemblies, Rewards, House Points and Star Award Tea Parties
- Reinforcements of pupil behaviour around school, setting high expectations for manners, respect for school property etc. Clearly defined school rules regarding behaviour (red and yellow card system)
- Opportunity to work with representatives of different faith communities, other cultures or from different countries.
- Opportunity to take part in cultural visits including those to places of National importance such as the Houses of Parliament.
- Participation in events of national importance e.g. Remembrance Day activities, celebrations for the Queen's Jubilee.
- Engaging in extra-curricular activities including those run directly by the children e.g. sports leaders.
- Use of teaching resources from a wide variety of sources to help pupils understand a range of faiths, and cultures.

This list is not exhaustive but is included to reflect on the range of ways in which SMSC is addressed throughout the school.

## **SECTION FIVE – CHILDREN IN CARE (CCIC) (Formerly Looked After Children).**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC.

## **SECTION SIX – REVIEW**

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. The policy is shared with parents on the school website.

## **SECTION SEVEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **Appendix A – The Promotion of British Values at Godinton Primary School**

As of November 2014, all schools have a duty to actively promote 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 British Values promoted in our school are:

- Being part of Britain
- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **Being Part of Britain**

Godinton Primary School values and celebrates the diverse heritage of all members of our school community. Alongside this, we value and celebrate being part of our local community and being part of Britain. Our school Houses are named after castles in Kent and our class names are inspired by British wildlife.

Throughout the year we celebrate and explore traditions and customs which are part of Britain's history. This includes, amongst others, Remembrance Day and royal celebrations such as the Queen's Jubilee. We share a sense of national pride during events of national significance such as supporting athletes during the Olympic Games or of personal achievement such as Tim Peake's experience in space. During assemblies, stories are shared about national heroes and about triumphs which have shaped our country. We invite inspirational athletes into school to talk to our children such as Paralympic athletes.

Our children join in with celebrations for the Christian festivals of Easter and Christmas and we have strong links with our local church. However our children are also taught that we are part of a multi-faith society and as such learn about the festivals and observances of other religious groups throughout the year.

Our children learn about being part of Britain through topic lessons. In history, the children learn about key historical events which have shaped our nation's history and in geography, children explore where Britain is in relation to the rest of Europe and the World. They investigate our country's geographical features such as rivers,

Our involvement in two Erasmus projects has given our children the opportunity to share with children from other European countries what being British means to them. They have presented information about our town and our country and have included details such as

traditions and customs, national celebrations and typical British food. They have learnt from their European counterparts how life in Britain differs from that in other countries and how it is similar.

## **Democracy**

Democracy is an important value at our school and we provide our pupils with opportunities to have their voices heard.

Children have opportunities to vote in ‘elections’ which reflect the British electoral system. When considering representatives to form part of collaborative groups within the school such as the Mini Management Team or when making choices about who will lead their House as a House Captain, our children follow democratic principles. Prospective candidates make speeches in which they explain how they would meet the demands of the position and their class or team mates then vote, taking into consideration the attributes of each candidate. Children have the opportunity to put forward ideas which would impact on the whole school, such as the theme for class names and have the opportunity to make choices about whole school issues. Children are taught about what to consider when voting on a particular issue or for a particular person and this is put into practice by opportunities such as voting on who should show their homework in the Creative Homework assemblies.

In assemblies we talk to the children about democracy in history or as part of developing their knowledge of current affairs. This may include learning about the democratic system in Ancient Greece or the recent American Presidential election.

Pupil Voice forms part of our PSHE curriculum.

Children’s views and opinions form part of work scrutiny and lesson observation feedback to staff.

Pupil voice is used to help make choices about which staff to employ. Each interview includes an activity with children, who then have the opportunity to put forward their own ideas about prospective candidates.

Children are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and their voices heard. We encourage our children to take ownership of their own learning and progress in order to develop a sense of personal responsibility. Children track their own targets, give comment to each other during peer assessment activities and engage in dialogue with their teachers during learning feedback. We encourage our children to be self-evaluative.

## **The Rule of Law**

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in school assemblies and when reflecting on behaviour choices. At the start of the academic year, school rules are



reinforced as classes draw up their own class rules which are signed by the children and displayed in the classroom. Children have a clear understanding of the school's behaviour policy and how the 'red and yellow card' system is operated. Behaviour across the school is very good as children are able to distinguish right from wrong and respect the laws established for the safe operation of the school. Good behaviour and exemplary attitude to work is promoted through a variety of positive behaviour strategies. Children are awarded stickers and gold cards and may be chosen to be Star Award Achievers. A successful house point system encourages the children to uphold our school values for working hard and personal excellence.

Children learn about what rules mean in a wider context as well. Visits from the fire service, the Police and the British Transport Police help children to understand how to uphold the law. PSHE lessons tackle other issues connected with rules and the law such as road safety and making sensible choices and a strong e-safety policy ensures that children understand the issues concerning online safety both inside and outside of the school environment. Children's achievements are also recognised during Celebration Assemblies.

### **Individual Liberty**

Children are encouraged to make choices at our school knowing that they are in a safe and supportive environment. Children are able to make choices in their learning e.g. how they are going to present a piece of work or how they are going to edit and improve a piece of writing. In the Foundation Stage and Year 1 children are supported in making choices in Investigation and Discovery time. Children make choices about what extra-curricular activities they would like to participate in both at lunchtime and after school.

We also promote the right to respectfully express views and beliefs. Children have the opportunity to participate in discussions and debates in class in which they put forward their own personal opinions about a range of different subjects. We promote an acceptance that 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 and develop with our children an understanding of the importance of identifying and combatting discrimination.

Children are reminded of their right to be safe and secure through the content of our PSHE curriculum. They are also encouraged to know, understand and exercise their rights and personal freedoms through the curriculum and assemblies. Anti-bullying week and Online Safety Week actively promote the children's rights to personal safety in their relationship with others and online. Children are involved in raising money for charity and often lead fund-raising initiatives within the school such as raising money for Children in Need. In doing so, they are made aware of how the individual liberties of some vulnerable groups in society have been compromised.

## **Mutual Respect and Tolerance of Those with Different Faiths and Beliefs**

One of our key aims is ensuring that children are able to live and work alongside people from all backgrounds and cultures. Our children know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. PSHE and RE lessons as well as assemblies are used as a means to reinforce these messages and our clear behaviour policy ensures that children understand the consequences of any inappropriate actions.

We use whole school assemblies as an opportunity to talk to the children about a range of different celebrations and religious festivals e.g. Chinese New Year, Christmas, Easter, Diwali, Eid etc. This supplements more focused work in specific RE lessons which explore festivals, observances and customs in greater detail. Our children visit places of worship and are visited by members of faith communities. Children are encouraged to ask questions and to develop their own personal beliefs.

Multicultural resources are used across the curriculum with visual materials representing different ethnicities. Texts explored in literacy are taken from other cultures e.g. 'Coming to Britain' by Floella Benjamin and 'Handa's Surprise' by Eileen Browne and broaden children's understanding of the wider world. Music and art from other cultures are also explored, for example Indian music used in dance lessons, and children learn about other countries in their geography work. A cross-curricular approach is taken where appropriate to ensure that greater links are made between subjects. Current affairs issues relating to tolerance are often explored in assemblies and we have used opportunities such as the Olympic Games or the Football World Cup to learn about life and culture in other countries.

## **Appendix B – School Values**

### **Godinton's School Values**

We respect and listen to each other's views, opinions and ideas

We love how we are all different

We look for the best in each other

We are kind, friendly and thoughtful

We are honest

We help and look after each other

We always try our best

We make sensible choices

We show good manners

We are proud to be part of the Godinton family

### **Guiding Stars**

**Terms 1 and 2 (autumn)** – Personal Achievement (we look for the best in each other, we always try our best, we are honest)

**Terms 3 and 4 (spring)** – Respecting Others (we respect and listen to each other's views, opinions and ideas, we are kind friendly and thoughtful, we love how we are all different)

**Terms 5 and 6 (summer)** – Making Choices (we help and look after each other, we make sensible choices, we show good manners)