



# Policy for SMSC and British Values

Approved by Governors January 2024  
Curriculum and Standards Committee  
To be reviewed at least every four years  
Review Date January 2028

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# What is SMSC?

## **Spiritual**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' Spiritual development is shown by 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

## **Moral**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' Moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- 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.

## **Social**

Investigate and explore moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Pupils' Social development is shown by 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
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **Cultural**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Pupils' Cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

# Aims

At Joseph Turner Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are eager to learn and proud to achieve. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The school will help the pupils to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

## Spiritual Development

At Joseph Turner, planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship across the school
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop an ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc

## Moral Development

At Joseph Turner Primary School, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school and by all staff
- 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 practice moral decision making
- Rewarding expressions of moral insights and good behaviour

- 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 and assemblies; reinforcing the school's values through images, posters, classroom displays and monitoring, in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time, Social Skills groups and PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week, 'Dojo' points and other means that highlight both academic and social achievements (please refer to our Behaviour Policy). The classroom learning environment is expected to clearly reflect this and referred to regularly.

## Social Development

At Joseph Turner Primary School, we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences and school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life (Pupil Governance, voting in school or class, charity events and fund raising activities for local benefits)
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community (e.g. work experience opportunities in Year 6, visitors into school)
- Monitoring in simple, pragmatic ways, the success of what is provided (e.g. Pupil Governance, pupil conversations)

# Cultural Development

At our school we recognise that children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art, RE and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- 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 e.g. Pantomime, Key Stings Performance, Theatre visit, Artist visit, Young Voices, Religious or cultural events/celebrations/activities
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, Houses of Parliament, religious buildings and gallery visits.

## Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school. We regularly monitor the thoughts and opinions of pupils through our Pupil Governance and Pupil Conversations. Pupil Governor meetings take place at least twice per half term and pupil conversations once every half term, in accordance with the monitoring cycle.

SMSC is embedded throughout school life and ethos and it is also featured directly in the following more specific events and activities: Assemblies, Charity Support, Local Community Support (e.g. Food Bank), School Competitions, wrap around care before and after school and Sports Clubs provided by Premier Sports, Links with the local Library, School library, Celebrating Diversity, Learning walks, Themed Days/Weeks, Trips and Excursions, whole school events such as the Summer Fayre, Pantomime, or school disco, sports events such as Olympian and Paralympian visitors to school, Pupil Governance (school council) involvement.

## What are British Values?

In line with Government guidelines Joseph Turner Primary actively promotes fundamental British Values through ensuring pupils' SMSC development. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which parents are made aware of through our policies for SMSC and PSHE, supports the rule of English civil and criminal law and we do not teach anything that

undermines it. Pupils should be made aware of the difference between the law of the land and religious law.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

British Values at Joseph Turner Primary are democracy, rule of law, individual liberty and mutual respect. See appendices for poster to illustrate this.

Through the provision of SMSC (planned appropriately and age-related), we aim to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils 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 pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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.

The list below describes the understanding and knowledge expected of pupils as a result of the school promoting fundamental British values -

- 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;

To promote British values at our school we:

- include in suitable parts of the curriculum - as appropriate for the age of 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 (e.g. in EYFS this is about establishing rules and routines and introducing rewards and consequences where as in Year 6, pupils gain an understanding of specific laws through debate and analysis of current rules and regulations).
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes through our Pupil Governance where Pupil Governors are voted for by the pupils;
- Have a weekly assembly using Picture first which links to British Values.
- 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 (pupils engage in the democratic processes from voting for which story to read from a choice of two in Reception to voting for Pupil Governors from presentations, assemblies and manifestoes);
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values (for example, all pupils contribute to the local Big Spring Clean and assemblies look at what this means for local people in their community);

# Planning and Curriculum

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs including an understanding and appreciation of British Values. Planning proformas include spaces for teachers to record how they are providing a range of SMSC and British Values opportunities within their teaching experiences.

As a school, we also deliver 'values-focused' assemblies with a set of values that are mapped across the academic year. Parents will be informed of the value we are focusing on and children will do work in class linked to that value. This is received in a monthly newsletter which contains fundamental information, concepts that we cover in school and also ways for parents to engage at home. Children will also be encouraged to work on activities at home which support the value covered each month. Teachers also deliver specific, values-focused lessons as part of the curriculum and these are evidenced in their school work books. Every class has a values display as well as a whole school values display which is in a central location in the school. All staff are expected to model and promote the value of the month and relate children's actions and behaviours to the values that we cover. Values-focused certificates are presented to two children across the school in our celebration assemblies. These children have been nominated by their peers throughout the month.

See appendices for an example of the Values curriculum covered.

# Mapping the Provision

The PSHE learning intentions are mapped across the learning units (see the Non – Statutory PSHE Key Learning Y1 – Y6 document and the PSHE KS1, Upper KS2 and Lower KS2 PoS Key Learning Statement Maps). British Value statements are been mapped across the RE units of work for each year group.

Relevant training will be provided for the SMSC coordinator in order to further support and enhance the development SMSC and British Values provision at Joseph Turner Primary.

# Monitoring and Review

The SMSC is lead by the Deputy Head Teacher and is responsible for monitoring the provision of SMSC including British Values. This will include monitoring using it as an audit to plan changes to the curriculum, displays, events, activities etc.

This policy will be reviewed every four year, or before if amendments are made.

## Appendix 1

### Values Curriculum Wheel



Month	Value
September	Perseverance
October	Friendliness
November	Kindness and peace
December	Hope
January	Cooperation
February	Cleanliness
March	Courage
April	Fairness
May	Integrity
June	Patience
July	Respect



