

Moorside Primary School



British Values and Spiritual, Moral, Social and Cultural (SMSC) development Policy



Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture, which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

Our values

We all believe...

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.

Everyone will demonstrate good manners at all times.

Everyone will respect each other and show consideration.

Everyone will respect and care for our environment and resources.

Everyone will celebrate each other's successes and achievements.

Introduction and Aims

At Moorside Primary School, we aim to meet the requirements set out in section 78 of the Education Act 2002, through promoting the spiritual, moral, social and cultural (SMSC) development of all our children whilst actively promoting fundamental British values.

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 proud of their achievements. The ethos of our school is such that all people who come into our school, whether staff, children, Parents/Carers, or visitors, 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.

Our government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.'

The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families at Moorside. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum.

These values are found in our own school values and expectation identified by our children, staff, families and the wider community as respect, confidence, ambition, creativity, determination and enthusiasm.

We plan assemblies and lessons, particularly in PSHE and RE, to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. These values are used to create an environment, which enables all members of our community to be successful, inspired and equipped with the skills for life. Equipping them with these skills for life will allow them to become fully rounded members of society.

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our children.

The curriculum in all phases offers broad and balanced opportunities. We believe that we are all different and all equal and we celebrate our differences and learn as much as possible about each other understanding that each of us are special and all equal. We work hard to achieve our goals and anything we set our mind to. We recognise that we all make mistakes and we need to accept the consequences of our actions. We all have our opinions and beliefs and we all have a right for them to be heard.

Democracy

The ability to understand and communicate are the most important areas of learning. We ensure that children are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our children by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We believe that democracy can only exist alongside equality and we value and teach both through the following:

- Children in each class vote for their School Council representatives.
- Children work with each other and with staff to implement our school expectations and responsibilities.
- Children are involved in writing any child friendly policies.
- All children have a voice that is listened to and their views can be shared, as an example and not limited to, this can be during PSHE and RE lessons, through the use of 'talk partners'
- As a school, we are working towards a whole school approach to child rights and human rights education. Child rights education can be defined as learning about rights, through rights and for rights within a context of education as a right. Part of this work in our lessons encourages all children to be listened to.
- Our school council suggest ideas for changes or new ideas in school following meetings with their classes.
- Children are given the opportunity to debate and share their opinions through the curriculum.
- We have Eco Warriors and Curriculum Monitors who represent children across the school with regards caring for their environment as well as speaking up about their learning.

Role of School Council

The purpose of the School Council is to give children across the school an opportunity to develop leadership by organising and carrying out school activities and share children's ideas, interests and concerns with the school wide community. Our School Council is a group of children within the school who are elected by their peers to represent them and their views.

We have one representative for each class or year group who have a real say in issues that affect them and to know that their opinions count. The curriculum requires that young people are provided with opportunities to participate in school and society. School Councils are an excellent way in which to increase participation, teaching young people about democracy, local and global citizenship and accountability.

The Rule of Law

We involved children in setting our school expectations helping them to make decisions and choices that are acceptable to the school community and society at large.

Children are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help children to understand the connection between actions and consequences. This type of environment enables children to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

An appreciation that living under the rule of law, protects individual citizens and is essential for everyone's wellbeing and safety. We promote this in school through:

- Our class and whole school expectations. The whole school expectations are the main rules and they relate to behaviour for learning and when playing and learning.
- We ensure that children understand why we need to have expectations and we reinforce those, which we follow in school.
- Children fully understand the importance of rules relating to their own safety in and out of school.
- Children are taught the value and reasons behind our expectations that they are to protect us, that everyone has a responsibility and that there are consequences when rules are broken.
- Visits by local services to reinforce rules and consequences.

Individual Liberty

Children are encouraged to become good and valued citizens. We do this by supporting each child to become as independent as possible. We endeavour to demonstrate that everyone has rights and many children are able to take responsibility for particular roles which can help them understand that with certain rights comes a level of responsibility. Learning to do things independently is an important

part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law and we teach this through:

- Encouraging children to take responsibility for their own behaviour inside and outside of school.
- Teaching the children how to assess risk and make choices that are safe for themselves and others.
- Teaching children how to make choices, which will lead to positive outcomes for themselves and others.
- Actively encouraging children to express their views and opinions, teaching them the value of individuality as well as belonging to a community. We advise children how to exercise these safely, for example through our e-safety, RE and PSHE lessons.

Mutual Respect

We promote each child's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, children work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with other schools within the Trust and working alongside coaches and professionals. The curriculum is personalised and planned for children and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools.

We believe it is important to facilitate opportunities to be part of the community as the children, families and staff have much to offer in the development of cohesion within the community.

Mutual respect is an understanding of the importance of identifying and combatting discrimination. It is embedded in every relationship in school. We promote this by:

- Every member of staff treating every child and adult in school with respect.
- Children being expected to treat every member of staff, fellow children and visitors with respect.
- Actively teaching children what respect 'looks like', e.g. listening, having good manners etc.
- Having an effective anti-bullying and e-safety policy.

We, as a community, are lucky to have families from all different cultures, backgrounds, beliefs and countries so we take time to learn about each other and celebrate our differences.

Tolerance of those with different faiths and beliefs

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all children's experiences and awareness of others.

Our assemblies help all children to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Children are encouraged to experience British Culture through our curriculum. For example, children visit many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

An acceptance that other people having different faiths or beliefs to one self, or having none, should be accepted and tolerated and not be the cause of prejudice and/or discrimination.

- In RE children are provided with a deep understanding of their own and other faiths and traditions of other religious communities as a basis for understanding and respecting them.
- Recognising and celebrating that we live in a culturally diverse society.
- We work with families of all faiths and religious backgrounds to ensure that all have a voice and are portrayed in a positive and accurate way.
- We challenge all incidences of disrespect towards others regardless of faith, gender, race and ability.

Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff are fully trained by Prevent lead.

Our overriding aim is to teach children to be resilient to such attitudes. This involves children being taught how to ask probing questions and make sound judgements, for themselves, about what is right and wrong.

School has a strong commitment to the personal and social development of all children. Although some of our children may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a child our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with Parents/Carers and other professionals to ensure that the children at Moorside Primary are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Spiritual, Moral, Social and Cultural (SMSC)

SMSC is embedded throughout the curriculum and this integrated approach ensures that aspects of SMSC is considered in all subject areas.

Spiritual development is when we:

- Explore beliefs and experiences;
- Respect faiths, feelings and values;
- Enjoy learning about oneself, others and the surrounding world;
- Use imagination and creativity;
- Reflect.

Moral development is when we:

- Recognise right and wrong;
- Respect the law;
- Understand consequences;
- Investigate moral and ethical issues;
- Offer reasoned views.

Social development is when we:

- Use a range of social skills;
- Participate in the local community;
- Appreciate diverse viewpoints;
- Participate, volunteer and cooperate;
- Resolve conflict;
- Engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

- Appreciate cultural influences;
- Appreciate the role of Britain's parliamentary system;
- Participate in culture opportunities;
- Understand, accept, respect and celebrate diversity.

In our school children's SMSC development is seen for example in:

- Taking part in a range of activities regarding social skills.
- Developing an awareness and respect for diversity.
- Developing and appreciation of music.
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school over the year
- Assemblies giving children an opportunity to explore aspects of SMSC

We are registered to achieve the Unicef Award. More information on this can be found at

www.unicef.org.uk/rights-respecting-schools/

Impact

In order to reflect further on the impact of all our work on SMSC we:

- Engage governors, families and community.
- Hold Inspire workshops with families to share learning.
- Consistently seek the voice of children.
- Observe staff and children interactions.
- Support social behaviour.
- Complete learning walks observing and reflecting on resources and practices.

Further links:

Departmental advice on promoting basic important British values as part of children's' spiritual, moral, social and cultural (SMSC) development

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-throughsmc>

Departmental advice for schools and childcare providers on The Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Appendices

A simplified version of the United Nations Convention on the Rights of the Child.

Other Policies linked to British values

- Teaching, Learning and Assessment Policy
- Early Years Policy
- Safeguarding and Child Protection Policy
- PSHE Policy
- RE Policy
- Other areas of the curriculum

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| Date to be implemented | August 2023 |
| Date to be reviewed | August 2025 |