

Spiritual, Moral, Social & Cultural Development and British Values



WHALE HILL

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Author	K.Rudd

1. Introduction

At Whale Hill Primary School we recognise that the spiritual, moral, social and cultural development of pupils 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, feelings and beliefs
- The ability to reflect on their experiences
- Spiritual awareness
- Age-appropriate moral and ethical issues
- Their personal behaviour, and how they interact with and cooperate with others
- An appreciation of their local community, now & historically
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of other cultures - locally, nationally, internationally.

SMSC is a dimension of the whole-school experience which helps to make the curriculum relevant, stimulating, creative and enjoyable. It enriches each subject and is an essential ingredient of the success of our school.

Linked to SMSC is our appreciation of a range of core values, voted for by staff (including governors), pupils, parents and carers, which we wish to actively embed in school life:

1. Respect Each Other
2. Listen to People
3. Be Kind and Helpful to Everyone
4. Be Well Behaved
5. Work Hard and Never Give Up
6. Be Polite to Everyone
7. Look after Property
8. Be Honest With Myself and Others
9. Happiness Promotes Achievement
10. Enjoy and Be Interested in Learning
11. Accept and Support Others
12. Everyone Deserves the Opportunity to Fulfil Their Potential.

2. Overall Aims

- To ensure a consistent approach to the teaching of SMSC Development and British Values throughout the curriculum and the general life of the school.
- 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 enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

- To give our children an understanding of a number of key values, including what have been termed British Values, and to give the children opportunities to explore the impact of these values within their daily lives.

3. Promoting and Teaching SMSC at Whale Hill Primary

We use *Jigsaw* to teach PSHE in school. This is a comprehensive scheme of work for the whole Primary School from EYFS through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

- All curriculum areas have a contribution to make to the children's spiritual, moral, social and cultural development and opportunities for this will be planned for in each area of the curriculum.
- Assemblies make a key contribution to this area of school life
- Religious Studies has a key role in aspects of our approach to SMSC
- Whole school themed days and themed weeks also play a part, including Anti Bullying Week, French week, Black History Month, International Women's Day, World Earth Day etc.
- We also explore important cultural festivals through phase assemblies, including Chinese New Year, Christmas, Easter, Eid, Yom Kippur and Diwali. Others are celebrated and taught by specific year groups, linked to the RE Curriculum guidelines.

3 (i) Spiritual Development

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder - scientific investigations, chemical reactions, new life, the global landscape, the vastness of Space, the beauty of nature, etc
- Empathise and consider the viewpoints of others - debates, drama activities, discussing feelings and empathising with characters in familiar and unfamiliar stories
- Consider how a belief can change people's lifestyles - R.E, investigating communities and faiths, historical case studies
- Discuss what they think they have achieved and what they need to do to be successful in the future - self assessment, setting goals
- Experience moments of stillness and reflection – whole school and class assemblies.
- 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.

3 (ii) Moral Development

The classroom environment and curriculum promote moral development through:

- Our Core Values.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Assemblies that discuss moral values
- Activities that enable pupils to give opinions and demonstrate their responses in particular situations: debates, drama, role play, hot-seating, etc.
- Listening and responding appropriately to the views of others: Circle Time, Student Council, debates, assemblies.
- Opportunities to take initiative and act responsibly, with consideration for others e.g. Playground Buddies.
- Activities & discussion to help the children distinguish between right and wrong: Circle Time etc.

3 (iii) Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. Through appropriate social development the children gain the interpersonal skills that allow them to form successful relationships and to become positive members of their class and of the school community (and of other groups they become part of e.g. sports teams, clubs, choir etc). Positive and appropriate social development includes the ability to get along with others (peers, older, younger, girls/boys, ethnically different etc). It enables other points of view to be valued and appreciated, and allows any conflicts to be avoided, and/or quickly diffused. It includes the ability to show tolerance, respect and understanding.

At Whale Hill Primary, social skills are developed through:

- Modelling of positive social behaviour by all staff.
- Team games at playtimes and lunchtimes, and in PE lessons or at tournaments and festivals.
- Turn taking and team building activities.
- Pair and small group work within the classroom
- Collaborative activities in after school clubs
- Working with others across the local community (local care homes, cluster schools, visits etc).

3 (iv) Cultural Development

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally, through – for example – art, music, stories, dance, lifestyles, food etc. It means learning to value cultural diversity.

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools, and the curriculum opportunities this brings
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local & international community – artists, dancers, teachers, writers, musicians.
- Studies of a different lifestyles including different food, dress, festivals and places of worship.

4. British Values

The Department for Education's five-part definition of British values is:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

British Values are also promoted through assemblies, lessons, visits and school life.

5. Promoting the teaching of British Values at Whale Hill Primary.

5 (i) Democracy

Pupil Voice is a strong feature of life at Whale Hill. Our pupil elected School Council plays an important role in our school. The Council members are elected by their class peers, following an 'election campaign', and are involved across the whole year in making our school a better place.

Through our work on democracy, we aim to show pupils how citizens can influence decision making through the democratic process. We know that the formation of the School Council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

5 (ii) The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons – namely to protect individuals and ensure well-being and safety - and must be adhered to.

Our SMSC / PSHCE work ensures that pupils are taught to distinguish right from wrong, on moral grounds, linked to the agreed code of conduct within each class and across school. As pupils get older, this in turn is linked to the civil and criminal law of the UK.

5 (iii) Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. Making the right choices and being responsible for those are important principles at Whale Hill Primary School, and this is reinforced in every year group.

We encourage children to choose tasks that will challenge them, giving them more freedom to determine their own learning.

We offer a range of clubs which pupils have the freedom to choose from, based on their interests.

We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

5 (iv) Mutual respect

Mutual respect is at the core of our school life. Students learn to treat each other and staff with respect. We emphasise the importance of being caring and considerate at all times.

5 (v) Tolerance of those of different faiths and beliefs

At Whale Hill we offer a culturally rich and diverse curriculum, in which all major religions are studied . Our half-termly topics, and themed days/weeks, embed a strong international dimension across our curriculum. The children visit local places of worship, and learn about prominent religious festivals. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future, and who can in fact become active, positive and tolerant 'citizens of the world'.