



Spiritual, Moral, Social and Cultural (SMSC) and British Values Policy March 2022

Aims:

Learning through British values and SMSC focus allows children to:

- ❖ explore and establish values such as democracy, rule of law, individual liberty, mutual respect and tolerance of other faiths.
- ❖ explore and develop knowledge and understanding of religions, recognising the place of Christianity in the British context
- ❖ develop compassion and integrity to engage in the development and reflection of moral values
- ❖ make a positive difference to the world by putting our children's beliefs and values into action
- ❖ develop respect for others and an understanding of beliefs and practices which are different from their own
- ❖ make a positive difference to the world by putting their beliefs and values into action

Section One - Ofsted Handbook defining SMSC and the grade descriptions for SMSC. Promoting fundamental British values as part of SMSC in schools departmental advice for maintained schools

Section Two - SMSC and British Values at Huyton with Roby.

Section Three - How we prepare children for life in Modern Britain.

Section Four - SMSC & British Values across the curriculum attached.

Section One – The section from the Ofsted Handbook defining SMSC grade descriptions.

<i>Ofsted Grading</i>	<i>Grade Descriptor</i>
Outstanding	The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.
Good	Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical well-being. There is a positive climate for learning.

The spiritual development of pupils 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.

The moral development of pupils 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.

The social development of pupils 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.

The cultural development of pupils 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.

Fundamental British values

Schools should 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 can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. 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.

Through their provision of SMSC, schools should:

- ❖ enable students to develop their self-knowledge, self-esteem and self-confidence;
- ❖ enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- ❖ encourage students 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 students to acquire a broad general knowledge of and respect for public institutions and services in England;
- ❖ further tolerance and harmony between different cultural traditions by enabling students 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 schools 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; 1 The Prevent strategy 2011:
<https://www.gov.uk/government/publications/prevent-strategy-2011> 5
- ❖ an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- ❖ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- ❖ 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.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Section Two - Current ways in which we fulfil the description of SMSC at Huyton with Roby.

<i>The spiritual development of pupils is shown by their:</i>	
<i>Ofsted definition:</i>	<i>Huyton with Roby Provision.</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • RE curriculum • School Values • Christian Values work • Prayer Quad • Collective Worship • Awards assemblies • Church Services • Worship Focal Area • Class photograph books • Cathedral Visits and Church Visits • Crosses from around the world work and displays. • Geography curriculum • Art curriculum

<i>The moral development of pupils is shown by their:</i>	
<i>Ofsted definition:</i>	<i>Huyton with Roby Provision.</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • PSHE Curriculum • RE Curriculum • Debating sessions • Anti Bullying Week • Black History Month • Incident management approach • Class rules • School values • Class photograph books • Picture news

<i>The social development of pupils is shown by their:</i>	
<i>Ofsted definition:</i>	<i>Huyton with Roby Provision.</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Group/partner/ collaboration work • Friendship Groups • Classroom jobs • Prefect duties • RE Curriculum • PSHE Curriculum • Jobs around school • Playtime games and 'Chill Out Zone' • Choir performance in the community • Class photographs books • Peer marking and positive feedback work. • Picture news (class based worship focus). • Black history month • Black History display

<i>The cultural development of pupils is shown by their:</i>	
<i>Ofsted definition:</i>	<i>Huyton with Roby Provision.</i>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Agnes links • History curriculum • RE curriculum • PSHE curriculum • Not Outsiders programme • Philharmonic visits • Visits to care settings for the older generation to talk to them and share Christmas songs. • Class photograph books • Current news topics response work. • War Museum Visit - Y6 • Tour of Britain work. • Links with a Spanish school football team who visit. • EYFS - celebrations of world religions festivals.

<p>respond positively to artistic, sporting and cultural opportunities.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Picture news • Range of fundraising events.
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The core 'British Values' that underpin our society:

Democracy

Article 15 "Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights."

The voice of the children is regularly heard in pupil interviews, questionnaires and discussions in class and assembly. Children, parents and staff have many opportunities for their voices to be heard at our school; evaluations support staff and management in their reflection of learning and teaching. In addition, children complete annual questionnaires where they are able to put forward their views about the school. Democracy is central to how we operate.

Our School Council meets regularly to discuss a variety of issues. There are a range of committees which make up the School Council; Worship and Ethos, Play Leaders, Well-being Warriors and Eco Warriors. Candidates in KS2 give a speech to their peers outlining why they should be elected onto the council. The school council are instrumental in school improvement, deciding upon and voting for a charity to support and in organising charity activities to raise money.

Pupils are always listened to by adults and are taught to listen to each other with care and concern, respecting the right of every individual to have their opinion and voice heard. Children are encouraged to take ownership of our school, and their own learning through their behaviour and conduct. In Year 6 our Head Boy and Girl take a leading role during assemblies, Presentation evenings, Open Evening and community events. Prefects are encouraged to lead behaviour and support play. Sharing leadership, decision making and listening to each other heightens their personal and social responsibility.

The Rule of Law

Article 28 Children have a right to an education. Discipline in schools should respect children's human dignity."

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. Children also take part in bikeability training which teaches road safety and law. We regularly invite the NSPCC to school to discuss the Rights of Children and to raise awareness of help available. Our curriculum offers rich opportunities for children to study the rule of Law from Year

1 to Year 6. Children understand that early people needed laws to protect themselves, their children and their land.

Individual Liberty

Article 12 " Children have the right to say what they think should happen when adults are making decisions that affect them, and have their opinions taken into account."

As a school we educate and provide boundaries for young pupils to make informed choices through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE curriculum. Whether it be through choice of learning challenge, of how they record, or participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Children are encouraged to attend extra-curricular activities but are aware that they have a choice in doing so.

All children have a right to learn and work in an environment that is free from harassment and bullying. Our school will not tolerate bullying in any form. Bullying (including racist, homophobic and cyberbullying) is recognised as a persistent and deliberate desire to hurt, threaten or frighten someone. It is our policy to deter all actions of bullying and to promote an ethos where high standards of personal behaviour are encouraged and every member of the school behave in a considerate way and respect the feelings and rights of others. We recognise our responsibilities to respond promptly and effectively to issues of bullying. Extremist opinions should be reported to SMT immediately.

Pupils are encouraged to know, understand and exercise their personal freedom and taught to exercise these. All adults in the school have been trained with safeguarding procedures to ensure our children are safe.

Our annual support of the British Legion Poppy Appeal, teaches the children that sacrifices have been made in the past for our liberty as a nation.

Tolerance of those of Different Faiths and Beliefs

Article 14 "Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters."

Huyton with Roby is not a culturally diverse community; therefore we place a great emphasis on promoting diversity with the children. Worship times are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE teaching reinforces this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths. At Huyton with Roby we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Through the 'No Outsiders Programme-Everyone Different, Everyone Welcome' we learn about respecting differences and how living in a diverse world enriches our lives.

Mutual Respect

Article 30 "Children have a right to learn the language and customs of their families whether these are shared by the majority of people in the country or not."

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are encouraged to treat one another with respect. Our school ethos and behaviour policy encompasses Core Values such as 'Respect', and pupils have been part of

discussions and worship times related to what this means and how it is demonstrated. This is reiterated through our classroom and learning rules, as well as our behaviour policy. Our pupils know and understand that it is expected that respect is shown to everyone irrespective of whatever differences individuals may have. We recognise that alternative cultures and religious faiths of some of our children add to the experiences of all. They are embraced and it is recognised that modern Britain benefits from a mix of races and creeds and it is the same for our school. It is important to respect all faiths and ensure that no one is marginalised or falls prey to any form of prejudice. This is done in a variety of ways:

- Religious Education lessons develop an understanding and awareness of other cultures and the significance of customs and practices.
- English, Geography and Art lessons help to share and compare stories and viewpoints from other parts of the world.
- Themed weeks allow our school to celebrate and enjoy learning about other cultures that make up modern Britain.
- Worship features both fiction and non-fiction stories from other beliefs and the chance to listen to music from other parts of the world.
- Music lessons encourage the children to play and appreciate music from a range of different cultures.

Section Three - How we prepare children for life in Modern Britain.

Through a broad and balanced curriculum which encourages children to develop tolerant attitudes towards other faiths and cultures:

RE curriculum

PSHE / Circle time activities

No Outsiders lessons

Assemblies, Collective Worship and Class Based Worship focus on a range of themes: Some examples are listed below:

- Importance of hard work and ambition to do well.
- Choices we can make at the start of a term or school year to make the year better than before.
- Behaviour focus and positive role models.
- Values
- Keeping safe and making others feel safe and valued.
- Differences
- Respect
- Treat other people as you wish to be treated
- Aspects of the church's year.
- Celebration
- Picture news

Curriculum

- All Key Stage 2 classes have weekly MFL French lessons
- Units of work around E-safety, keeping safe online, cyber bullying and social media.
- Focus on learning and progress - encouraging children to take responsibility for themselves and their learning.

Visits / visitors:

- Y6 War Museum trip to Manchester
- Bikeability training to help develop safety awareness on roads
- Choir performances in the local community

Taking responsibilities as citizens / supporting charities:

- School wide fundraising (Focus on fundraising at local, global, school level: NSPCC, Agnes (Sponsoring a child), Down Syndrome - odd socks day, Operation Christmas Child - shoeboxes.)
- Supports Children in Need and Red Nose Day / Comic Relief
- Carol concerts at local Elderly Peoples' Homes and local churches / church groups.

Fundraising events:

- Collective responsibility for fundraising through school events led by school and by the children (Sponsored events, Athletics Visit fundraising, Y5 after school summer fundraiser, cake sales, sponsored skip.)