

# Fiddlers Lane

Community Primary School

## **Social, Moral, Spiritual and Cultural Education Policy, including British Values**

Signed by the Chair of Governors	
Name: Jayne Tighe	
Signature: Jayne Tighe	Date: 25 <sup>th</sup> November 2019
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At Fiddlers Lane Community Primary School, we recognise that the personal development of pupils, **spiritually, morally, socially and culturally**, 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 and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. The school will ensure that children should understand how the culture(s) in which they live influences individual thinking.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this should be planned in each area of the curriculum. Staff model and promote expected behaviour, treating all people equally as unique and valuable individuals and showing concern and respect for pupils and their families. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. The school community is a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

**British values** are also promoted in much of what we do, for example during assemblies, RE and PSHCE sessions. The values are also integral to our vision and values as a school.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values including 'extremist' views.

British Values are defined by the Department for Education as:

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

Pupils learn to differentiate between right and wrong. They learn to be aware that their actions affect other people. They are encouraged to value themselves and others. Pupils are encouraged to understand the need for rules and the need to abide by rules for the good of everyone. School and classroom responsibilities reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

## Aims

- To ensure everyone connected to Fiddlers Lane Community Primary School is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.

- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

## Spiritual Development

Spiritual development is essential in helping pupils to value everyone as a unique human being. It involves reflecting on organised religion and the concept of a deity as an important focus of faith for many people but also on different belief structures not based on religion per se. Spiritual development includes opportunities for pupils to encounter all the positive aspects of human experience.

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Feel happiness, pride, forgiveness and responsibility.
- Develop their capacity for critical and independent thought.
- Exercise their capacity for creativity, curiosity, questioning and exploring.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Form and maintain worthwhile and satisfying relationships.
- Empathise with others at times of joy and tragedy.
- Reflect on, consider and celebrate the wonders and mysteries of life.

## Moral development

Moral development enables pupils to value and improve their relationships and is central to the smooth running of our school and wider community. As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

## Social Development

Social development is the foundation for education in PSHE and extra-curricular activities at Fiddlers Lane Community Primary School.

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Contribute confidently to the well-being of friendship groups and the wider community.
- Learn to work with others for the common good.

## Cultural Development

Cultural development enables pupils to appreciate that creativity and imagination is stronger because of the communities and society to which they belong. As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how this has influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

## How Spiritual, Moral, Social and Cultural Development (SMSC) is promoted within Fiddlers Lane Community Primary School

Fiddlers Lane Community Primary School has a long term coverage chart of aspects of SMSC. These plans are constantly reviewed and updated so that we can take into account our rapidly changing world and different learning opportunities that may arise under these headings. Our long term plans are outlined below.

### Spiritual Development

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in religion, but equally may not. This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values. This is developed by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through **Assemblies, History, and RE**.
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through, Literacy, Drama, Music and Dance.
- Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, School Council, celebration assemblies, Be Proud Board.
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, trips to the moss, visiting Lledr Hall.
- Accommodating difference and respecting the integrity of individuals; for example, School Council, assemblies on diversity and anti-bullying week.

Promoting teaching styles that:

1. Value pupil questions and give them space for their own thoughts, ideas and concerns.
2. Allow children to take ownership of and lead their learning.
3. Enable pupils to make connections between aspects of their learning.
4. Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.

### Moral Development

Moral development is largely about making choices, behaviour and how you live your life. It's also about personal and societal values, understanding the reasons for them and airing and understanding disagreements.

Moral Development refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong.

This is developed by:

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy; Anti Bullying Week, E-Safety week; classroom rules.
- Anti-bullying work, e.g. Wellbeing Officer, displays, questionnaires and follow-up, Salford Reds.
- Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, (Inclusion policy, Equal Opportunities policy, SEN policies).
- Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, and SEN policies).
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (PSHE; RE; History; Literacy; Assembly; Drama; School Council; Community Police Officer visits), roles within school (Junior PCSOs, House Captains, Prefects).
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making e.g. Circle time sessions, School Council; Drama; Safeguarding policy & practice, debate club.
- Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; house points).
- Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (whole school charity events; British Values; celebration assemblies; assembly themes).
- Recognising and respecting different cultural groups represented in the school and the wider community, celebration of religious festivals and newsletters, themed assemblies.
- Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; assembly themes; The Green Safety Team and pupil leader roles).
- Providing models of moral standards through the curriculum (Literacy; History; RE; Assembly; Drama).

Reinforcing the school's values through the use of posters, displays etc.

## **Social Development**

Social development shows pupils working together effectively, relating well to adults and participating in the local community. Social Development refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society and become informed citizens of the future. This is supported by:

- Fostering a sense of community with common, inclusive values (assembly; events including Christmas & Summer fairs; Mums' and Dads' club; volunteering opportunities; workshops and qualifications).
- Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN. ( Disability Day, Art week 2019 – Diversity)

- Encouraging children to work co-operatively, House system; attendance awards, classroom activities.
- Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (RE, Literature, assemblies, PSHE, links with local sheltered accommodation, gardening activities and Christmas visits).
- Providing positive corporate experiences; for example, special curriculum events, productions, school council, "FL's Got Talent", Class Assemblies.
- Promotion of healthy life style.
- Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect.
- Transition work.
- Helping children to relieve tensions between their own aspirations and those of the wider group.
- Providing opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues; House Captain Votes).
- Providing children with opportunities to exercise leadership and responsibility (Council Leaders, The Green Safety Team; House Captains; Prefects).
- Welcoming members of the wider community into our school and keeping them informed of developments (Website; newsletter; notice board; social media; involvement in community events; for example, sporting tournaments).

Understanding job application processes, through appointment of pupil leader roles.

## Cultural Development

Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts).

Understanding and tolerance regarding the cultural traditions and beliefs of others.

Cultural development refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:

- Providing children with opportunities to explore their own cultural assumptions and values.
- Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals and promoting EAL within the school).
- Recognising and nurturing particular gifts and talents (Local Events with other schools: G&T Workshops/Sports Competitions, Fiddlers Lane's got talent, boasting board, celebration assemblies, demonstrations).
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Drama, music groups, links with Local Community, links with French school (including visit), local places of worship).
- Reinforcing the school's cultural values through displays and photographs.

- Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds (links with other schools e.g. in France).
- Studying key people in cultural development e.g. during Black history month.

Each aspect of British Values is promoted at Fiddler Lane through the following:

### **Tolerance of Different Faiths and Beliefs**

At Fiddlers Lane we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding, and work hard in order to prepare our children for the future, ensuring they are able to live and work alongside people from all backgrounds and cultures.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously, in line with our policies and expectations.

### **Mutual Respect**

Mutual respect is at the core of our school life. Pupils learn to treat each other and staff with respect, and our Parent Charter reinforces this with our parents. This is done on a daily basis and also through lessons such as RE and through our SCARF (Safety, Caring, Achievement, Resilience and Friendship) programme.

### **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. We promote this freedom of choice, and the right to respectfully express views and beliefs in a range of ways, including:

- Choices about how they record their learning
- Choices around the participation in extracurricular activities

### **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, and must be adhered to.

The importance of rules and laws are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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. These values are reinforced in different ways:

- Visit from authorities such as the police and fire service
- During RE, where rules for particular faiths are thought about
- During other school subjects, where there is respect and appreciation for different rules

## Democracy

Children, parents and staff have many opportunities for their voices to be heard at Fiddlers Lane Community Primary School. Democracy is central to how we operate.

An obvious example is our School Council. The election of the council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret etc. The School Council then meets regularly to discuss issues raised by the different classes, or to develop parts of the school improvement plan.

Pupil questionnaires are also conducted during the year, and the pupils have input into what and how they learn.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other researching the right of every individual to have their options and voices heard.

Roles within school have to be applied for e.g. Junior PCSOs, Prefects and House Captains, with interviews held, contributing to developing a heightened sense of both personal and social responsibility.

Opinions of parents and carers are welcomed as to how Spiritual, Moral, Social and Cultural Development (SMSC) is promoted within Fiddlers Lane Community Primary School

Views of all the community at Fiddlers Lane are welcomed, and are sought through e.g. questionnaires, Mums' and Dads' Club, the Governing Body, Facebook and Twitter, and inviting them into school to work on different areas such as the school's 3-5 year vision.

## Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Fiddlers Lane. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year. For example, we celebrate the different Saints' days and have a visit from a pantomime at Christmas. We also value and celebrate national events.

Children also learn about being part of Britain from different perspectives. This includes knowing where Britain is in relation to the rest of Europe and other countries in the world, and the history of Britain during the Stone Age.

## Linked Policies

Please read alongside our other policies including:

- Behaviour Policy
- Anti-bullying Policy
- Prevent policy
- RE policy
- PHSE Policy

## **Monitoring and evaluation**

Provision for SMSC should be monitored and reviewed by:

- Monitoring of lesson plans and the observation of teaching and learning.
- Audit of policies and schemes of work.
- Sharing of classroom work and practice.
- Audit of Collective Worship practice.
- Regular inclusion in CDP.
- Annual review of aspects of the extended curriculum (visits/clubs etc.).

This policy will be reviewed by the Governing Body every 3 years.