

**Outcomes
First
Group.**

OptionsAutism

**Spiritual, Moral, Social and
Cultural (SMSC) Education
and British Values Policy
Papworth Hall School**

SMSC and British Values Policy

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Papworth Hall School

1.0 Whole School Mission Statement.

At Papworth Hall School we are committed to enhancing the lives of all our young people so they can all become '**Curious, Courageous, Communicators, and Confident learners**', in our community this is known as "**the Four C's**".

We support our children to be:

Safe – be safe, feel safe, and understand risk

Understanding – be effective and successful communicators

Kind – be kind to all around them, to understand and respect the needs of others

Happy – be healthy and happy individuals who enjoy coming to school

Ambitious – have goals and dreams for their futures and be supported to achieve them

Successful – find regular achievement and celebrate this as part of a community.

2.0 Legal Framework.

- a. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - The Education Act 2002
 - DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- b. This policy operates in conjunction with the following school policies:
 - **Child Protection and Safeguarding Policy**
 - **E-safety Policy**
 - **Behavioural Policy**
 - **Anti-bullying Policy**
 - **Health and Safety Policy**
 - **Special Educational Needs and Disabilities (SEND) Policy**

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3.0 Guiding Principles.

Spiritual development

c. The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, 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 development

d. 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 their ability to understand and appreciate the viewpoints of others on these issues.

Social development

e. 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

f. 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 the 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 their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

4.0 Cross-Curriculum teaching and learning.

a. SMSC education will take place across all areas of the curriculum.

b. SMSC has particularly strong links to religious education, assemblies, pastoral sessions and RSHE education.

c. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

g. In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

h. Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.

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- Agree and disagree.
 - Experience good role models.
 - Take turns and share equipment.
 - Work co-operatively and collaboratively.
- i. We may use the following methods to help pupils develop an understanding of how they can influence decision-making through the democratic process:
- Electing a school council
 - Hearing pupils' voice through surveys
 - Voting on charities to support
 - Writing balanced arguments in English lessons
 - Providing pupils with opportunities to take part in debates and public speaking activities
- j. We may use the following methods to help pupils develop an understanding of the rule of law:
- Setting high expectations for attendance, punctuality and behaviour
 - Setting classroom and school rules
 - Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
 - Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family
 - Teaching pupils about the role of the monarchy and of previous monarchies
 - Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
 - Encouraging pupils to behave appropriately at mealtimes.
- k. We may use the following methods to help pupils develop an understanding of different faiths and beliefs:
- Celebrating differences and similarities through cultural event days, for example, International Day
 - Arranging trips to places of worship
 - Teaching about different beliefs and cultures
 - Exploring morals through lessons, stories and assemblies
 - Arranging visits from various religious leaders
 - RE lessons and exploration of different beliefs through topic
- l. Additional practical activities to encourage pupils' SMSC development include:
- Working together in different groupings and situations.
 - Hearing music from different composers, cultures and genres.
 - Meeting people from different cultures and countries.
 - Participating in a variety of different educational visits.
 - Participating in live performances.
 - Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
 - Hearing and seeing live performances by professional actors, dancers and musicians.

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- Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.

m. Teachers will help pupils' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

5.0 Community links.

The school is developing strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Fundraising activities.
- Careers opportunities

6.0 What are British Values?

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process.
- The rule of law: Respect for the basis on which the law is made and applies in England.
- Individual liberty: Support and respect for the liberties of all within the law.
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs.

'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.'

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7.0 Promoting fundamental British Values.

As a school, we use a cross-curricular approach to promote British values which is embedded in all areas of the curriculum. We value and celebrate being part of Britain, in general terms, this means that we celebrate traditions and customs in the course of the school year; for example, we plan assemblies and lessons, particularly in PSHE and assemblies, to teach pupils about values, to respect similarities and differences, tackle stereotypes and to understand why some people discriminate against others. These values permeate through all areas of the school's curriculum and supports the development of the 'whole child'.

DEMOCRACY: Democracy is embedded in school, pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated daily by our pupils. The democratically elected School Council provides a more formal platform for class representatives to raise issues and make suggestions on how to improve the school. Parent/carers opinions are welcomed at Papworth Hall School through methods such as questionnaires, feedback at parents' evenings and parents' forums.

RULE OF LAW: The importance of law, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day. Within the first week class rules are agreed by the pupils and are displayed in classrooms. We help pupils to distinguish right from wrong and adopt a de-escalation approach to resolve conflicts. The school has a clearly structured behaviour policy, as well as individual pupil bespoke support plans which all stakeholders understand and follow. Throughout the year, we welcome visits from members of the wider community and from public institutions such as the Police and the Fire Service to help reinforce the importance of the Rule of Law for our pupils. This teaches them to understand that the law protects us and is essential for our well-being and safety.

INDIVIDUAL LIBERTY: Our pupils have the opportunity to make individual choices and express opinions that develop their character and self-belief. They are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and actively challenge stereotypes and implement a strong anti-bullying culture. Pupils have key roles and responsibilities in school e.g. class elected council members, class helpers etc. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise safety both in the real and digital world, for example through our E-Safety sessions. We implement and actively promote a strong anti-bullying culture and is supported within the PSHE curriculum and the schools anti-bullying policy.

MUTUAL RESPECT AND TOLERANCE: Pupils are encouraged to respect themselves and to respect individual differences, this fundamental principle is put into practice in the classroom, around school, in the playground and during assemblies and theme days. We are lucky to have a diverse school community encompassing different languages, backgrounds and faiths. We help our pupils to acquire an understanding of, and respect for their own and other cultures and ways of life. We celebrate the languages spoken by the pupils and staff in school and the festivals celebrated by some of our families. We give our pupils educational trips to places of worship and welcome visitors who can widen our pupils' horizons even further. We provide opportunities for inclusive teamwork, inspiring potential and continual enhancement. Pupils are expected to show mutual respect towards everything and everyone, regardless of individual differences. All pupils, adults and visitors are expected to behave respectfully, and we will challenge anybody who displays prejudicial or discriminatory behaviour.

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