

St Silas CE Primary School



SMSC and British Values Policy

This Policy was reviewed on June 2015

Signed Chair of Governors M Munro

Signed Head Teacher Michele Battersby

Next Review Date June 2018

‘Aim High: Dream Big’

Vision Statement.



Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; At St Silas CE Primary School we seek to teach these qualities across the curriculum and throughout school life. Pupils are encouraged to regard all people with respect and tolerance. As a school we have a set of core values that we promote through all aspects of school life. These were selected in consultation with *Governors*, parents, staff and pupils. The values are:

Belonging

Love

Thankfulness

In addition the children study different values each half term planned out on our Collective Worship Long Term Plan.

Aims

- To ensure pupils' are provided with a broad and balanced curriculum that enables them to develop essential life skills rather than focussed narrowly on purely academic aspects of learning.
- To provide pupils with a rounded education, including learning how to work and play together, understanding and respecting others' points of view, respecting and applying rules and understanding why these exist.

- To prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society.
- To encourage pupils to value themselves and their unique contributions to their own and others' lives, and in turn to value and celebrate others and their qualities and abilities.

Delivery

SMSC is delivered through:

- The everyday teaching and learning that occur daily within the school day.
- The plethora of extra-curricular and non-class based opportunities, including Collective Worship and RE
- The school's established behaviour management policies and strategies.

Within lessons

SMSC skills and understanding are developed through:

- The RE curriculum which encourages pupils to explore **spiritual** approaches through their own and others' beliefs and values, and to develop an awe and wonder for the natural world.
- Providing children with opportunities to work independently, explore and deepen their thinking, work collaboratively, take into account the viewpoints of others and make decisions.
- Creative teaching methods providing pupils with the chance to explore **spirituality** and reflect on their feelings and motivations, and respond visually to these.
- The Communication and Language curriculum, which gives pupils opportunities to consider **moral** codes and rules through units of work examples of which include poems with a PSHE theme, exploration of global issues through First News newspaper reports, social stories, myths and debates.
- The PSHE curriculum which promotes a **spiritual**, reflective approach to considering and celebrating difference and diversity between people.
- The STEM curriculum which encompasses pupils' **spiritual** development in acquiring a wonder and awe in the natural world.
- The History curriculum which includes important aspects of pupils acquiring and appreciating the origins and reasons for contemporary **culture** and society.
- The geography curriculum which gives opportunities to explore global issues and develop awe and wonder of our natural world.
- The PE curriculum, including Healthy Schools, which promotes social skills and helps children to develop self-esteem, self-control and general well-being.
- The Computing Curriculum ensures the regular teaching of E-Safety to ensure that pupils remain safe.

Extended School

SMSC skills and understanding are developed through:

- A wide range of after school clubs, linked to the Children's University, that run throughout the school year and are available for all children.
- The school council, Peer Mediators, Play Leaders, The School Worship Team and Debating Club allow children personal investments in the **moral** codes of the school, and therefore supports their moral development.
- Collective and class worship are vehicles for the promotion of **moral** values and ethics.
- Educational visits and residential visits involve the development of many **social** skills for pupils and extend their experiences so that they gain an understanding of diversity.
- A range of musical, artistic and creative performances (Key Stage 1 Christmas Nativity and annual talent show) provide opportunities for pupils to develop **social** skills through team working, and also promote **cultural** appreciation and reflection of artistic, music and drama.
- Sports teams necessitate **social** development by sharing effort and endeavour in order to succeed.
- The School Council, House Captains and Play Leaders develop Pupil voice.
- Community Cohesion projects with other schools provide opportunities for pupils to experience a very different local **culture** to that in the school's locality.
- A nurture group is run at lunchtime to support the children who may have a specific need.

Working with parents, carers, governors and members of the community

It is important to the school that the partnership style of working with parents and carers, established through Achievement for All, structured conversations and Early Support extends the development of the spiritual, cultural, moral and social skills of pupils. A working party of parents contributes regularly to discussions about SMSC topics. We encourage the involvement of parents and Governors through our 'open door' policy, assemblies in Church, to which parents are invited and during which pupils' school and extra-curricular achievements are celebrated, presentations to parents and close home/school liaison. We hold a community open day on an annual basis

British Values

The DfE have reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to 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."*

The Government set out its definition of British values in the 2011 Prevent Strategy. At St Silas CE Primary School these values are taught through our broad, balanced and enriched curriculum. Frequent opportunities to apply our agreed values, **Belonging, Love and Thankfulness** ensure that children practice key learning behaviours that support the school's vision to create valued members of our community.

Democracy

Pupil voice is valued at our school. Pupils have the opportunities to contribute to the improvement of our school through the school council. The elections of members of the School Council are based on pupil votes. The School Council organise regular charity events.

The school has four 'Houses' House Captains are self-nominated, before presenting a manifesto and are voted for by pupils. **House Captains** participate in weekly celebration assemblies.

Year Six pupils are given the opportunity to take on the responsibility of Prefects. The children formally apply and are interviewed for this role.

We actively involve the children in research through a lesson study approach so that they have the opportunity to develop the school, alongside staff.

Children learn about the British Parliamentary System as themed days are held to coincide with General and local elections. For example, to tie in with the General Election, the school held a Values Day. Members of the Debating Club campaigned for different values and pupils voted on the values that we teach as a school. Throughout the day, all children participated in activities to learn about the British Parliamentary system and were given the opportunity to experience voting in our own polling station.

Parents' complete regular questionnaires and comments are used to improve the school.

The Rule of Law

A consistently applied **Behaviour Policy** is shared with the children and visible in all areas of the school. Expectations are reinforced regularly and opportunities are sought frequently to praise positive choices. Pupils' modelling behaviour consistent with the school's high expectations are recognised and used as role models to others. Trained **Peer Mediators** operate on the playground to support children and help them.

Through **Collective Worship** and the school's **PSHE/Citizenship curriculum**, children develop an understanding of law appropriate to their age. Visits from other external agencies such as the Fire service, PCSO, Health professionals and 'People who help us' reinforces their understanding of the responsibilities held by various professions.

Individual Liberty

Children are valued for their differences and there is a wide variety of **extra-curricular clubs** to enable children to try new things, develop new skills and practice existing ones. Care is taken to provide equal opportunities for all genders such as a boys and girls football team. The children write and edit their **own School Newspaper**.

Time and care is taken to know each child as an individual and **weekly circle time** sessions give children a chance to share their feelings and options in a safe way.

Mutual Respect

A **set of class rules are agreed** at the beginning of each academic year to set clear expectations of respectful behaviour. If pupils show disrespect to one another, this is dealt with immediately through the school's behaviour policy and where appropriate Parents/Carers are contacted. **Time is given for repair and restoration** and to talk about the behaviour which is disrespectful to others.

Regular circle time and various well-being events are held across the year. During these sessions, children are taught to value differences in others and themselves and to respect others.

A consistent behaviour policy is in place and children take responsibility, with support when needed, to resolve conflict and repair relationships.

Children participate in regular sporting events and competitions. These ensure children experience competitive events and have an opportunity to apply their sportsmanship skills with other schools.

Tolerance of those of Different Faiths and Beliefs

The school follows the Blackburn Diocese RE syllabus which ensures that the **children learn about all the religions of the world**. Collective Worship contributes to the knowledge of special occasions and children and their **families come to share with the school information** about how they celebrate these events at home. The local clergy person visits the school for Collective Worship on a weekly basis and talks to the children. These talks coincide with main events occurring in the Christian calendar such as advent. The children attend Church on a half termly basis to perform their class assembly. Where appropriate, we provide our children with Educational visits to different places of worship and participate in Community Cohesion projects with schools within different areas of the community.

