



## SMSC and British Values Policy

Responsible Person	Claire Allen, Assistant Headteacher Heather Sargent, Key Stage 1 Manager
Dated	September 2022
Date of next review	September 2025

### "WHERE MAGICAL EXPERIENCES CREATE ENDLESS OPPORTUNITIES!"

Madginford is a forward-looking values led school. Our values support our children to be **positive**, **ambitious** and **adaptable** individuals with strong morals and a clear sense of responsibility. Our pupils are encouraged to respect the rights of others, to look after the world around them, to contribute, to aspire for success and to aim for excellence.

#### Our Aims

As a school, we provide access to a wide & ambitious curriculum that challenges and engages all learners to ignite a lifelong zest for learning through dynamic teaching methods. We believe that these values allow our pupils to develop into well-rounded, thoughtful children who are respectful, tolerant and ready for any challenges that they may face in the future.

We create an ethos of care & mutual support: effort is valued & success celebrated. We develop the talents of all pupils within an inclusive environment - encouraging them to aspire to greater heights, working to the very best of their ability.

Children are active, responsible & caring members of our school and the wider community. They operate within a strong sense of community where pupils are socially responsible with an ethos of respect and empathy.

#### Our Values

All members of the Madginford community embed our values in all that we do.

**Respect:** We respect the ideas, beliefs and religions of others. We respect the world around us and take care of our belongings and those of other people. We listen to others and are **kind**.

**Curiosity:** We are always exploring, asking questions and working to find our own answers.

**Challenge:** Our confidence grows as we are never afraid to try new things.

**Equality:** We treat everyone fairly and make sure no one gets left behind.

**Independent:** We work hard to become independent and solve problems for ourselves.

**Persevere:** If we do not succeed, we try and try again.

**Working together:** We work together to find solutions to problems and learn. We share ideas and achieve amazing things through teamwork.

## **Spiritual, Moral, Social and Cultural Education**

All schools are obligated, as "part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society" (DfE, 2014). Spiritual, Moral, Social and Cultural (SMSC) Education is integral to the curriculum at Madginford Primary School and our school values are the vehicle by which it is delivered.

### **Spiritual Education**

The spiritual development of the children at Madginford is demonstrated by their sense of enjoyment and fascination in learning about themselves, others and the world around them. They use their imagination and creativity in the learning and are willing to reflect on their experiences.

### **Moral Education**

The moral development of the children at Madginford is demonstrated by their ability to recognise the difference between right and wrong and understand the consequences of their behaviour. They are interested in investigating and offering reasoned views about moral and ethical issues. Children are able to accept, respect and appreciate that others may have a different point of view.

### **Social Education**

The social development of the children at Madginford is demonstrated by their ability to use a range of social skills in a range of contexts. They co-operate with others, resolve conflicts and are happy to help when and where they can.

### **Cultural Education**

The cultural development of the children at Madginford is demonstrated by their ability to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others. They are willing to participate in and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Children understand and appreciate the wide range of cultures within school and further afield, showing a respect for cultural diversity.

## Provision of SMSC Education Across the Curriculum

When planning unit of work, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural aspects. Most activities will be delivered as part of the curriculum as well as specific P.S.H.E, R.E and, when appropriate, Circle Time activities.

<b>Spiritual Development</b>	
<b>Key Aspects</b>	<b>How these are developed in our school and wider curriculum</b>
<ul style="list-style-type: none"> <li>• R.E. curriculum</li> <li>• Assemblies</li> <li>• Opportunities to reflect and discuss within lessons</li> <li>• Outdoor education</li> </ul>	<ul style="list-style-type: none"> <li>• Welcoming visitors from different religions</li> <li>• Whole school assemblies linked to the development of school values</li> <li>• Celebrating achievements in whole school celebration assemblies</li> <li>• Celebration of school values with parents and the wider community through the school newsletter and website</li> <li>• The development of outdoor learning through our outdoor learning environments and opportunities, including Forest School</li> <li>• Celebrating key festivals across the year (Harvest, Christmas, Easter, etc.)</li> <li>• Opportunities provided to ask questions and reflect</li> <li>• Remembering and observing national events e.g. Remembrance Day</li> </ul>

<b>Moral Development</b>	
<b>Key Aspects</b>	<b>How these are developed in our school and wider curriculum</b>
<ul style="list-style-type: none"> <li>• R.E. curriculum</li> <li>• P.S.H.E curriculum</li> <li>• School behaviour policy</li> <li>• Charitable projects</li> </ul>	<ul style="list-style-type: none"> <li>• Raising children's awareness through anti-bullying week</li> <li>• The teaching of online safety and the extension of this to support families in growing the awareness of how to keep children safe online.</li> <li>• Whole school assemblies linked to the development of school values</li> <li>• Celebration of school values with parents and the wider community through the school newsletter and the school website</li> <li>• The teaching of P.S.H.E through the Jigsaw scheme of learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Circle time is used when appropriate to the class.</li> <li>• Fundraising e.g. Children in Need and Christmas Jumper Day, etc.</li> <li>• School Council</li> <li>• Use of the restorative justice approach to solve conflicts</li> <li>• The Influential People learning focusing upon individuals and the impacts they have had.</li> </ul>
--	--

Social Development	
Key Aspects	How these are developed in our school and wider curriculum
<ul style="list-style-type: none"> <li>• P.E. curriculum</li> <li>• P.S.H.E curriculum</li> <li>• Extra-curricular activities</li> <li>• The Arts curriculum</li> <li>• Outdoor education</li> <li>• Charitable projects</li> </ul>	<ul style="list-style-type: none"> <li>• Educational visits</li> <li>• After-school clubs</li> <li>• Music lessons and the opportunity for children to have more personal experiences</li> <li>• Residential visits</li> <li>• Charity work</li> <li>• Sports Week</li> <li>• Sports clubs and competitions</li> <li>• Development of outdoor learning including forest school</li> <li>• Transition days for EYFS to Y5</li> <li>• The development of the transition project from the Y6 children leaving to secondary school</li> <li>• Use of the restorative justice approach to resolve conflict</li> <li>• Development of our school council to bring together children across the school.</li> <li>• The Influential People learning focusing upon individuals and the impacts they have had.</li> <li>• Learning about life in different historical periods, e.g.Y6 learning about how the Saxons and Vikings learnt to live together, Y4 learning about the impact of farming, and Y2 learning about historical figures and their impact.</li> </ul>

<b>Cultural Development</b>
-----------------------------

Key Aspects	How these are developed in our school and wider curriculum
<ul style="list-style-type: none"> <li>• School visits to support learning</li> <li>• Participation in the Arts</li> <li>• The Arts Curriculum (inc. Music)</li> </ul>	<ul style="list-style-type: none"> <li>• School visits to museums, galleries, concerts and theatres</li> <li>• School visitors (e.g. artists, authors, sports people, etc.)</li> <li>• Music workshops and activities (e.g. Samba Funk, Make a Band day)</li> <li>• School productions (YR, Y1 &amp; Y2 Christmas performances, Y6 end of year show)</li> <li>• Drama clubs</li> <li>• Teaching of Music (whole class lessons and individual music lessons)</li> <li>• Sports Week</li> <li>• The Influential People learning focusing upon individuals and the impacts they have had.</li> </ul>

### **British Values**

British Values are actively promoted at Madginford Primary School and our school values are the vehicle by which they are delivered.

At Madginford Primary School, we aim to actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs through:

- Encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish between right and wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Enable pupils to acquire an appreciation of and respect for their own and other cultures, promoting tolerance and harmony.
- Encourage respect for others.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

### **Provision for the Active Promotion of British Values**

When planning units of work, teachers are aware of the need to plan opportunities to actively promote British values through the use of our school values. Most activities will be delivered as part of the curriculum as well as specific P.S.H.E, R.E and, when appropriate to the class, Circle Time activities.

<b>Democracy</b>	
<b>Key Aspects</b>	<b>How these are developed in our school and wider curriculum</b>
<ul style="list-style-type: none"> <li>• Understand and respect the democratic process</li> <li>• Understand how they can influence decision making through a democratic process. Understand how to argue and defend a point of view</li> <li>• Understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard.</li> <li>• Children learn about democracy in their topics (e.g. the exploration of Great Fire of London in Year 1, an exploration of Ancient Greece in Year 4, and a study of crime and punishment in Year 6.)</li> <li>• Children have input into the planning of topics.</li> <li>• The teaching of R.E and P.S.H.E</li> <li>• The embedding of school values within the curriculum.</li> <li>• Values are regularly shared in class and key stage assemblies.</li> <li>• Children are involved in the restorative justice process when resolving conflict.</li> <li>• The Influential People learning focusing upon individuals and the impacts they have had.</li> </ul>

<b>The Rule of Law</b>	
<b>Key Aspects</b>	<b>How these are developed in our school and wider curriculum</b>
<ul style="list-style-type: none"> <li>• Recognise the difference between right and wrong to apply this to their own lives.</li> <li>• Accept responsibility for their own behaviour.</li> <li>• Understand the consequences of their behaviour and actions.</li> <li>• Resolve conflict</li> <li>• Understand how to contribute positively to the lives of those living and working in the locality and wider society.</li> <li>• Understand that living under the rule of law protects them and is essential for their well-being and safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about the rule of law as part of the curriculum (e.g. a study of crime and punishment in Y6).</li> <li>• Each class follows the Jigsaw Charter and will work together to create a class charter, outlining rules and expectations.</li> <li>• The teaching of R.E and P.S.H.E.</li> <li>• Following the school behaviour policy and use of the restorative justice approach</li> <li>• The embedding of school values within the curriculum.</li> <li>• School values and British values are explored in class and key stage assemblies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children engage in developing their understanding of online safety and the laws around this.</li> <li>• The Influential People learning focusing upon individuals and the impacts they have had.</li> </ul>
--	--

Individual Liberty	
Key Aspects	How these are developed in our school and wider curriculum
<ul style="list-style-type: none"> <li>• Understand rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to learn about 'Individual liberty' are embedded in the curriculum.</li> <li>• Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</li> <li>• Children know how to keep themselves safe. For example through the continual development of children's online safety knowledge throughout all year groups, and events such as bikeability (EYFS and Year 1), water safety (Year 4 swimming) and through excursions away from school.</li> <li>• Children make choices within lessons, challenging themselves in order to develop a mastery of the curriculum.</li> <li>• Children learn about their roles and responsibilities when taking care of the world, e.g. in Y2 when exploring how to take care of the Great Barrier Reef, in Y3 when understanding the impact we have on woodlands and in Y4 when learning about the impact we have on polar regions.</li> <li>• Children follow the school rules.</li> <li>• The teaching of P.S.H.E using the Jigsaw scheme of work.</li> <li>• Taking part in school clubs; being a member of school teams.</li> <li>• Children take responsibility for jobs around the school (house captains; wet-play monitors; early morning helpers etc.)</li> <li>• Values are shared in assemblies, both class and key stage.</li> </ul>

## Mutual Respect and Tolerance of those with Different Faiths and Beliefs

### Key Aspects

- Reflect on own beliefs and religions that inform their interest in and respect for different people's faiths, feelings and values.
- Reflect on their own life experiences.
- Show interest in investigating and offering reasoned views about moral and ethical issues
- Be able to understand and appreciate the viewpoints of others.
- Use a range of social skills in different contexts, including working with and socialising with pupils from different religions, ethnic and social-economic backgrounds.
- Understand and appreciate the range of different cultures with in the school and further afield.
- Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes.

### How these are developed in our school and wider curriculum

- Respect, tolerance and diversity is embedded across the curriculum (e.g. 'In the News')
- The teaching of R.E and P.S.H.E.
- Use a wide range of different resources to encourage the understanding of diversity e.g. texts, film clips, visitors (e.g. Key texts for English; news articles from around the world; Sports Week visitors)
- Whole school promotion of Influential People
- Children follow the school rules.
- Visitors are invited into school to enrich and extend children's understanding
- Values are explored in class and key stage assemblies.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Role

\_\_\_\_\_  
Date