

Spiritual, Moral, Social and Cultural Education and Promoting Fundamental British Values



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“Together we care, we learn and we achieve”

Purpose:

At Cupernham Infant School we believe 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 different cultures.

The school promotes this through a broad and balanced curriculum as well enrichment opportunities.

Our School ethos provides a clear framework for behaviour through respecting their own and other children's rights and opinions. The school actively promotes fundamental British values and takes on board guidance set out in the DFE document 'Promoting fundamental British values as part of SMSC in schools' ([Nov 14](#)).

Aims

- Ensure our rich learning environment and curriculum boosts children's natural curiosity and capacity for imaginative and creative response to their learning.
- Ensure children learn about different faiths, cultures and ways of life encouraging an open-minded and questioning approach.
- Provide rich, frequent and varied opportunities for reflection.
- Provide lively and highly engaging wider curricular experiences promoting spiritual feelings and wonder.
- Promote shared values and core principles to be evident in all aspects of school life and learning.
- Ensure consistency in the delivery of SMSC issues throughout the curriculum and wider school day.
- Use daily routines and issues to actively promote opportunities for children to apply 'Ready, Respectful and Safe.
- Have clear links between SMSC and the development the whole school behaviour policy.
- Provide purposeful challenging opportunities for children to explore moral issues and gain an understanding of right and wrong, of personal choices and consequences.
- Support children in appreciating the impact of their behaviour and actions so that they develop empathy and take responsibility.
- Support young children in developing a sense of their social and cultural environment and an awareness of the rich diversity of cultures.
- Explore and value similarities and differences between themselves and others.
- Stimulate and celebrate children's curiosity about their own feelings, people, objects, places, events and activities around them.
- Begin to respect that the law of England protects individuals and is essential for well-being and safety and know what the British Values are that we follow in school.
- To develop a reflective approach to life (see in particular how the teaching of RE influences this).

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 a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

Our provision should enable children to:

- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Develop a use of imagination and creativity in their learning.
- Develop a willingness to reflect on their own experiences.
- Sustain their self-esteem and confidence throughout their learning experience

- Foster their emotional awareness and ability to identify and express their feelings
- Promote curiosity, questioning, a sensory response and fascination with the world around them
- Experience moments of stillness and quiet reflection
- Reflect on, consider and celebrate the wonders and mysteries of life
- Develop their capacity for critical and independent thought
- Discuss their feelings, beliefs, values and responses to personal experiences
- Learn about a range of religious beliefs and practices

Moral Development.

Moral development is largely about 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. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

Our provision should enable children to:

- Recognise and respect the unique value of each individual
- Understand the importance of establishing and following a clear and consistent moral code within a caring, thriving and positive school environment
- Work and play cooperatively using positive strategies to resolve conflict
- Explore and develop moral concepts and values such as personal rights and responsibilities, right and wrong, equal opportunity and justice.
- Express and refine their opinions within a trusting, caring and open learning environment
- Learn to express their views, to listen and respond to the views of others and to take part in decision-making
- Appreciate that good behaviour and a caring approach to others are highly valued and rewarded in our school
- Take initiative and act responsibly with consideration for others
- Develop resilience in responding to challenges, set-backs and in making difficult choices
- Understand the consequences of their behaviour and their actions

Social Development.

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our provision should enable children to:

- Develop a sense of identity and belonging
- Take pride in forming group identity such as within their class and year group
- Demonstrate personal responsibility and pleasure in being part of their school
- Take on roles of responsibility within school
- Be helpful and caring to others within the school and wider community
- Develop an appreciation of our local community and of future aspirations such as different types of work
- Learn to work and play co-operatively
- Recognise that individuals have different strengths and skills to contribute within team activities

- Resolve tensions between their own aspirations and those of the wider group
- Have opportunities to take responsibility and to develop and exercise leadership skills

Cultural Development.

Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (for example art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

Our provision should enable children to:

- Develop an understanding of their own cultural and social environment
- Recognise and value the richness of cultural diversity in Britain and the wider world
- Celebrate in a growing knowledge of cultural diversity (including through assemblies and RE)
- Recognise and nurture particular gifts and talents
- Experience, through art, drama, music, literature and craft, a variety of important cultural events and reflect on them in relation to their own experiences

Organisation

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Relationship Education. Within all curricular activities, children will be encouraged to reflect in the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

- SMSC is central to our learning and to wider school life. All staff are role models in supporting and developing shared values and expectations. A sense of self and of belonging contributes directly to personal wellbeing.
- SMSC is particularly promoted through our Creative Curriculum, through PSHCE, RE and Assemblies.
- Children are taught a knowledge and understanding of the world in age and context appropriate ways.
- We focus on all children acquiring active listening and speaking skills, emotional intelligence and skills necessary for successful collaborative learning.
- Children are encouraged and supported in reflecting on their learning such as being able to recognise any challenges in their own attitudes or in being able to foster a spiritual dimension in their lives.
- Class discussions and circle time will give pupils opportunities to:

Talk about personal experiences and feelings.
Express and clarify their own ideas and beliefs.
Speak about difficult events, Share thoughts and feelings with other people.
Explore relationships with friends/family/others.
Consider others' needs and behaviour.
Show empathy.
Develop self-esteem and a respect for others.
Develop a sense of belonging.

Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

- Provision focuses on developing vital skills such as empathy, open-mindedness, respect, sensitivity, critical awareness and self-expression including imaginative and creative responses.
- Children will be guided through challenging issues such as bullying and death.

British Values

In accordance with The Department for Education we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The Key Values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

British Values Policy are woven into everyday life at Cupernham Infants.

These values are officially taught throughout the curriculum; however, the school recognises the importance of integrating the teaching of these values throughout all aspects of children's educational life, including through:

- Assemblies.
- Extra-curricular activities.
- Wider opportunities, e.g. educational visits and work experience.
- Literature available at the school.
- The promotion of spiritual, moral, social and cultural (SMSC) understanding.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, cultural events via music and art, a range of visits and use of outdoor education learning opportunities. Their strong rooted values-based understanding gives them an excellent platform for embracing and celebrating difference.

Value	How we promote it
Democracy Link to our whole school values: <i>We show and receive respect</i> <i>We help & teach others to play & learn</i> <i>We are responsible for the choices we make</i> <i>We celebrate the successes of others</i> <i>We each have our own special skills</i> UN CRC Article 12	• Class representatives elected to become members of School Council annually. They liaise through Class Councils and work with SLT to promote and improve our school. • We have elected members of the Health and Safety Team from Year Two who apply and are interviewed by ex-members from Year 3 (Cupernham Junior School) • Children learn about the UN Rights of the Child through PSED and assembly themes.

<i>Children have a right to say what they think should happen, when adults are making decisions which affect them, and to have their opinions taken into account</i>	• 'Well Done' assembly celebrates children exemplifying core values. • Social development strongly promotes fairness as do whole school and class Behaviour strategies which are reviewed. • Purposeful aspects of the curriculum including history and literacy enable children to learn about democracy. • Voting and decision-making are part of class routines.
The Rule of Law Link to our whole school values: <i>We show and receive respect</i> <i>We are polite and friendly</i> <i>We are responsible for the choices we make</i> UN CRC Article 12 <i>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or by anyone else looking after them.</i>	• Whole behaviour policy and procedures are reviewed, revised and shared throughout our community. They remind everyone about agreed rules & shared expectations. • Class Rules & responsibilities reinforce this • Our behaviour policy demonstrates our high expectations and values of mutual respect, with weekly whole school recognition and regular rewards in class • Rules and expectations are clear at play, supported by Playground Pals. There are also rewards for positive lunchtimes. • Our PSHE, family and circle groups teach children trust, respect and empathy. Making the right choice, even when this is very hard, is reinforced and valued. • We have visits from our community police on occasions, our Chair of Governors + • Team games, collaboration & leadership skills are taught and valued. • Children learn about how to keep safe, what to do if they have a worry, how to use the internet and e-safety measures.
Individual Liberty Link to our whole school values: <i>We show and receive respect</i> <i>We explore & investigate, trying new things</i> <i>We can be independent, create and imagine</i> <i>We each have our own special skills</i> <i>We are responsible for the choices we make</i> <i>We celebrate success and aim high</i> UN CRC Article 31 <i>All children have a right to relax and play and to join in a wide range of activities.</i> UN CRC Article 15	• Children learn to respect their rights and those of others both through a moral code and through play and exploration. • Our core school values, PSHE and creative curriculum focus on choice, effort, aspiration and hard work. This is reinforced in Skills for Successful Learning. • Enrichment and wider curricular activities such as Arts and PE, provide broad opportunities to enjoy personal success. • Humanities programmes teach children about cultural and historical role models. • Community projects eg: Romsey Lantern Parade & arts events

<i>Children have a right to meet, to join groups and organisations as long as this does not stop other people from enjoying their rights.</i>	• Self-awareness, self –esteem and worth are central to both teaching and support: ELSA, Lego Club and group enrichment activities. • Children learn personal rights and respect for privacy. We also run joint workshops with our Junior school about e-safety. • Our Colour Monster and emotional literacy programmes acknowledge different moods, feelings & constructive expression.
Mutual Respect Link to our whole school values: <i>We show and receive respect</i> <i>We are polite and friendly</i> <i>We are responsible for the choices we make</i> <i>We celebrate the success of others too</i> UN CRC Article 2 <i>These rights apply to everyone regardless of race, religion, abilities, whatever they think and say & whatever type of family they come from</i> UN CRC Article 30 <i>Children have a right to learn and use the language and customs of their families, whether they are shared by the majority of people in this country or not.</i>	• Our behaviour policy and daily interactions reinforce mutual respect by all and for all. • We have both formal and informal buddying and support systems led by Y2. • Our PSHE and nurturing programmes teach respect & help children develop empathy. • Our diverse assembly programme; especially Wide World Wednesday celebrates differences & promotes respect • Children learn to respect their rights and those of others both through a moral code and through play and exploration. • PSHE and Circle Times help teach children to appreciate differences, to see similarities and learn collaboration skills. • Lego Club and other therapeutic activities help children to appreciate and value different roles and personalities in working to achieve a common goal.
Tolerance of Different Faiths and beliefs Link to our whole school values: <i>We show and receive respect</i> <i>We are polite and friendly</i> <i>We are kind and caring</i> <i>We help and teach others to play and learn</i> <i>We are responsible for the choices we make</i> <i>We celebrate the success of others too</i> UN CRC Article 14 <i>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.</i>	• Our behaviour policy and daily interactions reinforce mutual respect by all and for all. • Our PSHE and nurturing programmes teach respect & help children develop empathy. • Our diverse assembly programme; especially Wide World Wednesday celebrates differences & promotes respect. There is specific reference to cultures and faiths within our community with sessions being led by individual children and their families; celebrating difference, diversity yet also highlighting similarities. • Our RE programme, based on Living Difference, provides forums to learn about world faiths & to discuss key concepts. Children learn about different religions, their beliefs, places of worship and festivals. • We have regular representation from local churches such as in teaching the children Bible stories through Open the Book • Parents and visitors are invited into school to share their special events and family routines.

	Enrichment weeks – such as Arts Week often focus on other cultures such as China and Japan.
Examples of Assembly Themes: <i>Democracy-</i> <i>The Rule of Law-</i> <i>Individual Liberty –Responsibility and choice. Caring for our environment.</i> <i>Healthy habits.</i>	<i>Mutual respect</i> <i>Tolerance of Difference- Wide World Wednesday .Key world faith & cultural events. ‘A life Like Mine’- sharing similarities and differences for children around the world: homes, schools, food etc. Termly visits to a particular continent or country, visits to countries represented within our community,</i>
Examples of Celebrating British Values:	<i>Saints’ days, festivals, local events, Remembrance Day, seasonal change, caring for our local environment,</i>

Monitoring and Evaluation

- SMSC will be reviewed through our monitoring of teaching and learning and a consideration of the impact of SMSC on promoting our core values and principles for successful and enjoyable learning.
- Staff, SLT and governors will periodically review evidence including work scrutiny, pupil conferencing, photographs and feedback.
- Judgements made by SLT will be shared and reported to governors.
- This policy will also be monitored and evaluated internally and through external validation i.e.; OFSTED

Implementation of the Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.