

Heathfield Primary School



British Values and SMSC Policy

Signed Head:

Signed Chair:

Date:

INTRODUCTION

At Heathfield Community Primary School, we believe that our pupils should be equipped to help people understand how things work and how to challenge and change them for the better.

We recognise that values have to be arrived at through mutual exploration and understanding and strive to embed this through our learning in school and in the wider community. The curriculum of Heathfield School aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of later life and life in modern Britain.

At Heathfield we believe that as migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Heathfield School works hard to secure a thriving, cohesive community, while recognising the vital part it has to play in building a cohesive society for the future.

At Heathfield School we wish to show that through our ethos and curriculum we can promote a common sense of identity and support and celebrate diversity, showing pupils how different communities can be united by common experiences and values.

We believe that it is our duty to address issues of 'how we live together' and 'dealing with difference' however challenging they may seem.

WHAT IS OUR VISION FOR COMMUNITY?

We wish to teach children that we are working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

COMMUNITY FROM HEATHFIELD'S PERSPECTIVE

For Heathfield, the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school within the community and the people who live or work in the district;
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

The schools' contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

AIMS AND OBJECTIVES OF BRITISH VALUES

1.1 At Heathfield, we 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.

1.2 Actively promoting these values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine British values would be completely at odds with our duty to provide Spiritual, Moral, Social and Cultural education. We use a suite of policies to support this aim including;

[Behaviour and reflection policy 2018.doc](#)

[Code of Conduct Guidelines.doc](#)

[Disability Equality policy.doc](#)

[Equality Policy.docx](#)

[GenderEquality.doc](#)

[Heathfield Anti Bullying Policy.doc](#)

[Heathfield Primary School Social Media Policy.doc](#)

1.3 School staff are expected to uphold public trust in the profession and to maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

2. SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC)

2.1 Through our provision of SMSC we:

- enable pupils to develop their self-knowledge, self-esteem and self confidence
- enable pupils to distinguish right from 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 positively contribute to the lives of those living and working within the locality of the school, and to the wider society
- enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures
- encourage pupils to have respect for themselves, and for others
- encourage respect for democracy and support for participation on the democratic processes, including respect for the basis on which law is made and applied in England

3. KNOWLEDGE AND UNDERSTANDING OF BRITISH VALUES

3.1 Through our teaching of British values we expect that pupils will:

- understand how citizens can influence decision-making through the democratic process

- appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- understand all citizen of Britain can be held to account, including police, MPs etc
- encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can positively contribute to the lives of those living and working within the locality of the school, and to the wider society
- understand that the freedom to choose and hold other faiths and beliefs is protected in law
- accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- understand the importance of identifying and combatting discrimination

3.2 It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable to promote discrimination against people or groups on the basis of their belief, opinion or background. However, all members of staff are expected to promote tolerance and respect of others' belief and cultures.

TEACHING, LEARNING AND CURRICULUM

It is the aim of Heathfield School to ensure the quality of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

Heathfield School will ensure:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

EQUITY AND EXCELLENCE

Heathfield School will continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential. The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group. Heathfield School admissions criteria recognises the importance of admission arrangements that promote community cohesion and social equity.

ENGAGEMENT AND ETHOS

School to school:

- We shall seek to broaden the ways that we work in partnership with other schools, both locally and further afield. The means of developing the relationship may be through visits, mailing or the internet.
- Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and art.

School to parents and the community:

- Good partnership activities with the local and wider community include:
- Working together with community representatives, for example through bringing community representatives into school to work with the pupils.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.

MONITORING, REVIEWING, ASSESSING IMPACT

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.

SMSC

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. All staff understand the importance of the part they play in the learning of SMSC by all children in the school and, as such, act as role models for British Values which are core to our learning at Heathfield.

Spiritual Development

Spiritual development is relevant to all children regardless of their religious beliefs

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief in God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life

- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others

In this way, spiritual development encourages

- Self awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection
- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in RE, Assemblies and the Creative Arts. As a school, we value opportunities presented within the Science, DT and Mathematics curriculum.

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair".

The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realise that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary.

- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Develop the skills necessary to explain their own behaviour.
- Value physical well being, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by;

- Accepting proper authority and doing as they are told.
- Showing respect to all adults in school e.g. Teachers, Teaching Assistants, SMSAs, Kitchen Staff, Site Staff, Office staff and Parent Helpers.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff. Opportunities to promote moral development will be provided during Circle Time and the School Council.

At our school our Moral Code is underpinned by belief in:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self discipline

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I" and "Where do I fit in?"

We need to remember that cultures are dynamic and are constantly being re-shaped.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures

Opportunities to nurture the cultural development of the child exist in all creative areas - PHSE, RE and collective worship.