

British Values and Spiritual, Moral, Social and Cultural Development Policy

Freemantle C.E. Community Academy Trust



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Introduction

Our government believes that:

'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. 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.'

The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families at Freemantle C.E. Community Academy. Spiritual, Moral, Social and Cultural development (SMSC) aims to support and nurture the health and wellbeing of all pupils and provide education and care that recognises the needs of individuals. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, and these are embedded within our curriculum. These values and approaches are found in our own school values identified by our academy trust as courage, fellowship and creativity and in our vision 'Everyone is Welcome'. Our school rules of 'Ready, Respect, Safe' are values held by all members of staff and children within the academy.

2. Aims

At Freemantle C.E. Community Academy, we want our children to be curious learners and responsible citizens. We recognise the importance of both the academic and personal development of our children including the development of their emotional well-being. With that in mind, we promote the children's **SMSC** development which underpin the fundamental **British values** of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

At Freemantle C.E. Community Academy, we follow DFE guidance which states, "All National Curriculum subjects provide opportunities to promote children's SMSC development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for PSHE".

Throughout the academy day, we aim to empower children to have a voice and to stand up against discrimination, promote equality, tolerance and mutual respect. The themes and lessons in the academy's curriculum are carefully chosen and planned by teachers to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social and cultural development and thus develop our pupil's cultural capital.

Where we can, we welcome visitors and plan visits linking with our themes to provide children with a further understanding of the world they live in. We provide our children with opportunities to explore the world around them through our continuous provision in Early Years and Forest Schools which every child will have experienced by the end of their Freemantle journey.

As well as promoting British values, we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles. All staff have received 'Prevent' training organised by our Professional Development Leader.

3. Approach to teaching and learning of British Values

At Freemantle, we value and celebrate the diverse heritages of everybody at the academy, alongside this, we value and celebrate being part of Britain. The children explore a range of traditions and cultures throughout their time at Freemantle, with these organised in a spiral curriculum and connected through the Golden Threads of Love, Special, Community and Belonging. The children also celebrate and commemorate British national events such as Remembrance Day, supporting their understanding about being part of Britain from different perspectives.

Collective Worship explores a range of themes based on the school's values and the British Values. These are clearly referenced throughout the planning for staff to refer to when delivering daily acts of collective worship. These allow children to explore a range of opinions, perspectives and background.

Democracy

Democracy is embedded in our Academy. Pupils are listened to by adults and are taught 'Active Listening' skills in order 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 Academy but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

The Pupil Leadership Team, Mental Health Champions and Eco-Warriors provide formal platforms for children to raise issues and contribute to school improvement. Parents' opinions are welcomed through methods such as workshops, feedback at parents' evenings and liaison with SAT each morning on entering the academy site.

The rule of law

Our Academy revised our main behaviour rules, simplifying them into the umbrella terms of 'Ready, Respectful, Safe' to enable our children to apply these rules into a variety of contexts, depending on age and stage. This helps our children to understand the importance of rules.

The importance of law, whether they be those that govern the class, the academy, or the country, are consistently reinforced throughout regular school days; when dealing with behaviour and through 'Acts of Worship' or assemblies. In order to help children understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn.

We help children to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts. The school has a clearly structured behaviour policy which all stakeholders understand and follow.

Individual liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, 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, just, supportive, and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture.

Pupils have key roles and responsibilities in school e.g. Eco Warriors, Mental Health Champions, Library Monitors etc. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and advise how to exercise these safely, for example through PSHE and RSHE lessons. Whether it is through choice of challenge, their choice of lunch options, of participation in extra-curricular clubs and opportunities etc., pupils are given the freedom to make informed choices.

Mutual respect and tolerance of those with different faiths and beliefs

Respect is one of our core values. Children are encouraged to respect themselves and to respect individuals. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies.

We are proud to have a diverse school community encompassing different languages, backgrounds and faiths. We help our children to acquire an understanding of, and respect for their own and other cultures and ways of life. We celebrate the languages spoken by children in the school and the festivals celebrated by some of our families as well as welcoming visitors who can develop our understanding of our community even further. Our PSHE and RSHE lessons encourage regular discussions; this promotes respect for the views and beliefs of others.

4. Approach to teaching and learning of SMSC

Spiritual

Spiritual development enables our children to explore meaning and purpose, promoting self-awareness and self-esteem. At Freemantle C.E Community Academy, through the provision of SMSC, we promote spiritual awareness by:

- exploring and celebrating spirituality through daily acts of Collective Worship based around Christian bible stories
- encouraging children to share their thoughts, feelings and beliefs with their peers, supporting the Academy's Growth Mindset approach, whilst considering everyone's' emotional health and wellbeing
- respecting children's individual beliefs and developing an ethos where differences are celebrated and respected

Moral

Moral development fosters an understanding of what is right and wrong. At Freemantle C.E Community Academy, through the provision of SMSC, we promote moral awareness by:

- regarding people of all faiths, races and cultures with respect
- enabling students to distinguish right from wrong, and to respect the civil and criminal law of England;
- ensuring that all children have a voice and are listened
- raising awareness of and developing an understanding of the UN Rights of the Child

Social

Social development enables the children to develop skills in building friendships and learning how to interact with others in different situations. At Freemantle C.E Community Academy, through the provision of SMSC, we promote social awareness by:

- fostering a sense of belonging through valuing pupil voice
- developing awareness of how one's actions impact on others through Restorative Practice (RP)
- celebrating others' achievements during Celebration Assemblies, through Marvellous Me, or in class discussions
- giving children responsibilities within the academy to develop pride and a sense of duty to Freemantle and their peers

Cultural

Cultural development introduces each child to a wide variety of religions and cultures that make up our community; encouraging curiosity and celebrating contributions. At Freemantle C.E Community Academy, through the provision of SMSC, we promote cultural awareness by:

- ensuring each child is valued
- ensuring representation of a wide variety of races, religions and cultures are promoted through a range of mediums, including books, posters, online and in lessons that are not stereotypes and are depicted in a positive light
- recognising and celebrating individual and collective heritage
- celebrating heritage and stories of people from cultures that have previously been overlooked through the wider curriculum
- showcasing art that derives from artists from a range of heritages and backgrounds

5. Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff have received 'Prevent' training to raise awareness and help prevent extremism or radicalisation. Our overarching aim is to teach children to be resilient to such attitudes. This involves pupils being taught how to ask probing questions and make sound judgements for themselves about what is right and wrong.

6. Further Links

This policy should be read in conjunction with the Academy's PSHE and RSHE policies, as well as the Safeguarding Policy.

Further links:

- Departmental advice on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- Departmental advice for schools and child care providers on The Prevent Duty:
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Improving the SMSC development of pupils: <http://thelinkingnetwork.org.uk/wp-content/uploads/2017/01/SMSC-guidance-independent-school-Nov-2013.pdf>
- SMSC Quality Mark: <https://www.smscqualitymark.org.uk/what-is-smsc/>
- SIAMS framework https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf