

# Elmwood Infant and Nursery School

## Spiritual, Moral, Social and Cultural Policy (incorporating British Values)



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**Date Policy Agreed:** Spring 2020

**Review Date:** Spring 2023

### **Intent**

To ensure that Elmwood Infants School and Nursery provides opportunities for pupils to develop spiritually, morally, socially and culturally according to their own, and their families, wishes. This is tied closely with our UNICEF Rights Respecting Gold Award which influences all aspects of life at Elmwood Infants. It is also important that British Values are promoted within school according to the DfE policy of November 2014 which states that all schools have a duty to actively 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. This policy is informed by the DfE documents:

- Improving the spiritual, moral, social and cultural development (SMSC) of pupils (Departmental advice for independent schools, academies and free schools) November 2013
- Improving the SMSC development of pupils supplementary information (Departmental advice for independent schools, academies and free schools) November 2014 and
- Promoting fundamental British values as part of SMSC in schools (Departmental advice for maintained schools) November 2014

### **Content of the Policy**

In each of the areas we have defined the behaviours, attributes and abilities that we help to develop within our children at Elmwood Infants.

#### **Spiritual**

- Creativity, reflection, inquisitiveness, and wonder of the world around them.
- The ability to share their thoughts and views in group discussion.
- Understanding and enquiry about their beliefs and values and those of others.

#### **Moral**

- To be respectful, ethical and fair through our Rights Respecting attitude to school life.
- Sharing respect for the law and an understanding of consequence.
- Recognising the need for rules to govern right and wrong conduct.
- Questioning appropriately all that goes on around them including moral and ethical issues on which they can offer a reasoned view.

#### **Social**

- Politeness, communication, collaboration and caring for others.
- Valuing others and understanding the need to work with others.
- Addressing their own difficulties and beginning to understand the difficulties of others.
- Participating in the school and local community.
- Resolving conflict.

## **Cultural**

- Developing an awareness of their own culture and that of other people. Respecting and celebrating diversity.
- Participating in different cultural opportunities.

## **Other related policies:**

- PSHE
- RE
- Behaviour Policy
- Anti-bullying Policy
- Equal opportunities/Race Discrimination Policy
- Relationship education policy

## **Aims and Objectives**

Through the provision of SMSC, our school:

- enables children to develop their self-knowledge, self-esteem and self-confidence;
- enables children to distinguish right from wrong and to respect the civil and criminal law of Britain;
- encourages children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enables children to acquire a broad and general knowledge of and respect for public institutions and services in Britain;
- furthers tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourages respect for other people; and
- encourages respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain.
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The promotion of British Values is an important part of our school ethos and is used as a means to develop the children's understanding in the following areas:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an acceptance 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; and
- an understanding of the importance of identifying and combatting discrimination.

An overview of how the school promotes British Values is attached as Appendix A.

## **Procedures and Implementation**

Elmwood Infant School and Nursery is committed to the Rights Respecting values of UNICEF and we have achieved their gold award. Every classroom has a class charter which is changed during the year and links to the children's rights. The rights are discussed in all aspects of life at Elmwood Infants.

Our school ethos also includes our 'Super skills' - Adventurous, Collaboration, Communication, Confident, Creative, Independent, Inquisitive, Organised, Perseverance, Reflective - which are learning behaviours that help enable our children to succeed in their learning and their relationships with others.

Elmwood Infants takes part in the Show Racism the Red Card competition. The school spends a week discussing the issues surrounding racism and each class creates a collaborative piece of artwork to enter into the competition which we have won a number of years.

## **Early Years Foundation Stage**

In the Early Years Foundation Stage, SMSC is encouraged through the 'Personal, Social and Emotional Development' curriculum. Children are also taught the UNICEF Rights of the Child and these are referred to when they are learning about working with others and about their own and others cultures. There are lots of opportunities for children to share information about their home life and to listen to that of others.

## **Years 1 and 2**

- Many aspects of SMSC are taught through the RE and PSHE curriculum. These subjects are taught weekly in years 1 and 2.
- Assemblies are given three times a week, one of which focuses on the UNICEF Rights of a Child.
- Each class has school council representatives who take part in various school initiatives and are regularly involved in decision making.
- Whole school initiatives such as participation in activities for Anti-Bullying Week or raising money for a specific charity
- Celebration assemblies, dojo points, golden book, star writer and tea with the head.
- High expectations for children's behaviour using the Rights Respecting approach.
- Opportunities to take part in cultural visits including those to places of worship.
- Opportunities to work with representatives of different faith communities, other cultures or different countries.
- Participation in events of national importance e.g. Remembrance Day activities or Sports relief
- Children are encouraged to watch and discuss Newsround daily in KS1.

This list is not exhaustive but is included to reflect on the range of ways in which SMSC is addressed throughout the school.

## **Review and Monitoring**

The policy will be monitored and evaluated by:

- RE Co-coordinator
- Senior Leadership Team (SLT)
- Governors

## **Appendix A – The Promotion of British Values at Elmwood Infant School**

As of November 2014, all schools have a duty to actively 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.

### **Democracy**

Democracy is an important value at our school and we provide our pupils with opportunities to have their voice heard.

Children have the opportunity to vote for representatives for school council. These children then report back to their class about what is happening in school council and ask for the class's opinion on decisions that need to be made. Children are taught what to consider when voting for a particular issue or person. Children are always listened to by adults and are taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and their voices heard. We encourage our children to take ownership of their own learning, by choosing their level of challenge, in order to develop a sense of personal responsibility. We encourage children to be reflective in their learning.

### **The Rule of Law**

The importance of Rights Respecting behaviour, whether within school or the wider country, is referred to and reinforced regularly, such as in school assemblies and when children are encouraged to reflect on behaviour choices. At the start of the school year, school rules are reinforced as classes draw up their own class charter which is displayed in the class room. This is adapted and added to throughout the year according to the class's learning. Behaviour across the school is good as children are able to distinguish right from wrong and respect the rules established for the safe operation of the school. Good behaviour and exemplary attitude to work is promoted through a variety of positive behaviour strategies including stickers, dojo points and Wow Work displays. Children's achievements are also recognised during Celebration Assembly.

Children learn, in an age appropriate way, about what rules mean in a wider context as well. PSHE lessons and other initiatives, such as Road Safety Week or our e-safety policy, help the children to make sensible choices to keep themselves and others safe.

### **Individual Liberty**

Children are encouraged to make choices at our school knowing that they are in a safe and supportive environment. Children are able to make choices in their learning e.g. what level of challenge they are going to try. In EYFS children are supported in making choices in Independent Learning time.

We also promote the right to respectfully express views and beliefs. Children have the opportunity to participate in discussions in class after watching Newsround in which they put forward their own personal opinions about current affairs. Similar discussions take part during PSHE and RE lessons. We are a diverse community at Elmwood Infants and as such we promote an acceptance that 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.

Children are reminded of their right to be safe and secure through Rights Respecting assemblies and the PSHE curriculum. They are also encouraged to know, understand and exercise their rights and personal freedoms. They are made aware of how the individual liberties of some vulnerable groups in society have been compromised through initiatives such as Show Racism the Red Card week and fundraising for Sports Relief.

### **Mutual Respect and Tolerance of Those with Different Faiths and Beliefs**

Our school is part of a very diverse community and as such one of our key aims is ensuring that children are able to live and work alongside people from all backgrounds and cultures. Our children know and understand that it is expected for respect to be shown to everyone, whatever differences we may have.

Children learn that their behaviour choices have an effect on their own rights and those of others. PSHE and RE lessons as well as assemblies are used as a means to reinforce these messages and our behaviour policy ensures that children understand the consequences of any inappropriate actions.

We use assemblies as an opportunity to talk to the children about a range of different celebrations and religious festivals e.g Chinese New Year, Christmas, Easter, Diwali and Eid. This supplements more focused work in specific RE lessons which explore festivals and customs of different faiths in greater detail. Our children visit places of worship and are visited by members of faith communities. Children are encouraged to ask questions and to develop their own personal beliefs.

We encourage children to learn about their own cultures and those of others therefore multicultural resources are used across the curriculum with visual materials representing different ethnicities. Texts explored in literacy are taken from a variety of cultures e.g. Anansi stories and Gregory Cool by Caroline Binch. Music and art are also used from a variety of cultures for example African music used in dance lessons and the artwork of Edward Tingatinga is looked at in Year 2 art lessons.