

SMSC and British Values

'Being The Best We Can Be'

At Cockton Hill Junior School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help all children to develop an inner discipline and will encourage children to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Throughout school life, we constantly plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs as well as developing British Values. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle time activities. Our curriculum is one which is engaging and develops a range of skills and our ethos encompasses these values throughout school life. We use Go Givers, are working towards RRSA Level 1 and promote awareness days in our 'We Believe' time. Our charter work outlines our rights and responsibilities.

What is SMSC?

SMSC stands for spiritual, moral, social and cultural development. At CHJS, 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 through our provision of SMSC.

Through our provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students 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;
- enable students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage 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 England.

By promoting British values through SMSC, children gain the understanding and knowledge of:

- 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 understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- 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.

We take different actions to allow the developments of SMSC values including:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values. Pupil voice is developed through class council.

Spiritual development is developed by allowing opportunities to be explore beliefs and different experiences; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

At CHJS, children's spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

Moral development emphasises the importance of recognising right and wrong; respecting the law; understanding consequences; investigating moral and ethical issues; offering reasoned views.

Children's moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.-
- understanding of the consequences of their actions.
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development involves a range of social skills; participating in the local community; appreciating diverse viewpoints; participating, volunteering and cooperating; resolving conflict; engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Children's social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural development involves appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in cultural opportunities; understanding, accepting, respecting and celebrating diversity.

Children's cultural development is shown by their:

- understanding and appreciating of the wide range of cultural influences that have shaped their own heritage.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

Curiosity and mystery

Awe and wonder

Connection and belonging

Heightened self-awareness

Prayer and worship

Deep feelings of what is felt to be ultimately important

A sense of security, well-being, worth and purposefulness

Cockton Hill Junior School aims to develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Cockton Hill Junior School we believe that a morally aware child will develop a wide range of skills. These can include the following:

Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures

Develop an ability to think through the consequences of their own and others' actions

Have an ability to make responsible and reasoned judgements

Ensure a commitment to personal values

Have respect for others' needs, interests and feelings, as well as their own

Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops children's moral development by:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school

Promoting racial, religious and other forms of equality

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

Developing an open and safe learning environment in which pupils can express their views and practice moral decision making

Rewarding expressions of moral insights and good behaviour

Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups and PSHCE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, awards, stickers and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Cockton Hill Junior School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

Adjust to a range of social contexts by appropriate and sensitive behaviour

Relate well to other people's social skills and personal qualities

Work successfully, as a member of a group or team

Share views and opinions with others

Resolve conflicts maturely and appropriately

Reflect on their own contribution to society

Show respect for people, living things, property and the environment

Exercise responsibility

Understand how societies function and are organised in structures such as the family, the school

Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

Identifying key values and principles on which school and community life is based

Fostering a sense of community, with common, inclusive values

Promoting racial, religious and other forms of equality

Encouraging pupils to work co-operatively

Encouraging pupils to recognise and respect social differences and similarities

Providing positive experiences to reinforce our values as a school community - for example, through assemblies, team building activities, residential experiences, school productions

Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs

Providing opportunities for engaging in the democratic process and participating in community life

Providing opportunities for pupils to exercise leadership and responsibility

Providing positive and effective links with the world of work and the wider community

Monitoring in simple, pragmatic ways, the success of what is provided

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

This policy was reviewed in October 2016 and will be reviewed by the SMT annually.