Bishop Tufnell CE Primary School

SMSC and British Values

As an inclusive and nurturing church school, we all work together as one on a journey towards excellence.

Nurturing both the academic and personal development of every child is a key priority in our school. We prioritise and have a culture of supporting good mental health and wellbeing and to develop lifelong behaviours and attitudes that will see all children flourish in secondary school and beyond. An essential component of this is to provide a range of opportunities for our children that support their **spiritual, moral, social and cultural development** as well as to provide a school culture which reinforces the **British values** of the society they are growing up in.

Spiritual, Moral, Social and Cultural development (SMSC)

Spiritual

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 'tolerance', exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is rooted in our Christian vision and values of the school. As a church school, we address spiritual development through prayer; Christian worship; celebration of Christian festivals; learning about the festivals and values of other faiths; and reading and reflecting on the Bible and core Christian concepts within Collective Worship and RE. Across the wider curriculum, we take advantage of many opportunities for children to reflect on their values and worldviews.

We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/cultural heritage and to building an awareness of and respect for others' spiritual and religious beliefs.
- Fostering common human values and building spiritual capacities to promote self-worth, self-esteem and valuing others.
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions".
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.
- Encouraging an attitude of awe and wonder about creation.

Moral development

Moral development is closely linked to our school rule of 'Be honest and be safe': knowing what is right and wrong and acting on it accordingly, speaking up to make a positive difference. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of the 'rule of law': investigating moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Be honest and be safe (one of our three behaviour expectations)
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in peaceful ways using the principles of restorative practice

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.

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society.
- Teaching equality, diversity and inclusion throughout our curriculum.

Cultural development

Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (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.

We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions through RE, PSHE and Assemblies
- Celebrating the richness of culture and tradition by studying stories and novels from many different cultures
- Weaving global education themes through our curriculum and assemblies, with frequent reference to current affairs

British Values

Bishop Tufnell is very much committed to serving our community and recognises the multicultural, multi faith and ever-changing nature of our world in which we live. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Bishop Tufnell also follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our staff are dedicated to preparing children for their adult life beyond the curriculum, ensuring that we promote and reinforce British Values to all our children.

We strive to promote and secure British Values throughout our curriculum and ethos. This statement demonstrates our commitment not only to promoting British Values, but also celebrating and embracing them. The DfE reinforce the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Value	How we promote it
Democracy **UN CRC Article 12:** Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.	• We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage volunteering in and out of school. This includes roles such as: play leaders, assembly ambassadors, eco warriors, sports leaders, Head boys and girls, club leaders and roles in class. • The children's council votes on the charities that the school will raise money for the academic year. • The beginnings of democracy are taught through historical research in our history curriculum. • Democracy is also promoted through additional PSHE lessons and assemblies, including the politics around general elections. • We teach debating skills.

The Rule of Law **UN CRC Article 19:** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	• We have high expectations about children's conduct and this is reflected in our behaviour policy. There is constant reinforcement of our school's values and behaviour expectations through positive praise and rewards such as 'Dojo Points'. Stars of the week reiterate these values in weekly celebration assembly. Our approach to supporting children who fall short of our behaviour expectations are informed by restorative justice principles. • Classes discuss and decide the rules of conduct for the classroom in September and there are also rules for safe behaviour when using playground equipment. • Through our school collective worship and PSHE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and making the right choices, even when it's difficult. This is especially reinforced through our expectation of 'Kind words and kind actions'.
Individual Liberty **UN CRC Article 31:** All children have a right to relax and play, and to join in a wide range of activities. **UN CRC Article 15:** Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights	• Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. • We study a diverse range of authors, artists, scientists and musicians to break down any misconceptions or limitations to what the children believe they can achieve. • We regularly invite visitors to our focus weeks to raise children's awareness of the possibilities for their futures and to break any stereotypes that might be attached to certain professions. • Adults from across our community and pupils from our local secondary school regularly support the children in school with reading and sport, helping children to engage in activities beyond the curriculum. • PSHE has specific units relating to individual liberty. • Children are taught how to keep themselves safe, including online. This is a key principle of our computing curriculum, as well as reinforced through assemblies and outside organisations such as the NSPCC, and the PSHE curriculum. • Our children are taught about different types of families including same sex relationships through our relationship, sex and health education programme.
Mutual Respect	• We have high expectations about children's conduct and this is reflected in our behaviour policy and equality policy.

UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.	• One of our three behaviour expectations reinforced daily is "Be honest and be safe". We similarly talk regularly about treating others as you would wish to be treated. This is referenced throughout the school day, including during collective worship, lessons and on the playground. • Through our school's values and PSHE lessons, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.
Tolerance of Different Faiths and Beliefs **UN CRC Article 14:** 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.	• Tolerance of different faiths and beliefs is promoted through the syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in collective worship is displayed in the classrooms and on assembly displays. • This is supplemented by collective worships which also mark and celebrate significant religious festivals such as Ramadan and Diwali. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • Our history curriculum encourages looking at other historical periods of time and cultures to explore their beliefs and values and develops a respect for different views.