SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)
and
BRITISH VALUES POLICY

Date Policy Reviewed	Summer 2024
Date for Next Review	Summer 2027
Committee responsible	FGB

1: Aims and Objectives

At Hanslope Primary School, we want our pupils to be successful, confident learners and responsible citizens. We are committed to providing an environment that:

- Equips pupils with the knowledge, skills, attitudes and values they will need to develop to their full potential.
- Ensures respect, forgiveness, empathy for others and acceptance of differences.
- Encourages independence, resilience, cooperation and collaborative working.
- Ensures pupils to develop self -discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- Engages, excites is meaningful and rigorous.
- Stimulates questioning and challenge.
- Is aspirational, creative, flexible and responsive.
- Priorities spiritual, moral, social, cultural intellectual and physical development.
- Educates citizens for today and beyond.

2: Spiritual Development

We provide opportunities for pupils to:

- Reflect on their own beliefs, values and experiences.
- Develop curiosity about the world around them.
- Experience awe and wonder through learning and enrichment activities.
- Explore creativity through art, music, drama and literature.
- Appreciate different faiths, cultures and world views.
- Develop resilience and emotional awareness.

Our learning environment and curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations).
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories).
- Consider how a belief can change people's lifestyles, (R.E, religious and non-religious world views, investigating communities and faiths).
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities).
- Reflect on learning/own selves/behaviour etc.
- Offer opportunities for moments of peace/quiet/reflection/mindfulness activities.

3: Moral Development

We support pupils to:

- Understand the difference between right and wrong and act on it accordingly.
- Respect school rules and expectations.
- Take responsibility for their actions.

- Recognise the consequences of their behaviour.
- Develop integrity, honesty and fairness.
- Understand the importance of justice and equality.

The classroom environment and curriculum promote moral development through:

- School rules, agreed with pupils and displayed in the classroom.
- Clear and consistent use of the behaviour policy.
- Class and school collective worship and assemblies that discuss moral values and expectations.
- Pupils discussions and debates that enable pupils to give opinions and show their values.

4: Social Development

We provide opportunities for pupils to:

- Work collaboratively with others.
- Develop communication and teamwork skills.
- Build positive relationships.
- Resolve conflict appropriately.
- Contribute to school and community life.
- Understand their responsibilities as citizens.

At our school social development is promoted through:

- Modelling of positive social behaviour by all staff.
- Behaviour policy.
- After school clubs.
- Playtimes and lunchtimes.
- School Ambassadors, e.g. House/vice captains, digital leaders, reading ambassadors, school council.
- Team sports.
- Educational visits and residential experiences.

5: Cultural Development

We encourage pupils to

- Appreciate their own cultural heritage.
- Respect and celebrate diversity.
- Understand and value different cultures and traditions.
- Participate in cultural experiences.
- Challenge stereotypes and discrimination.

Our learning environment and curriculum opportunities enable pupils to:

- Cultural celebrations days and events.
- Diverse curriculum content.
- Stories from different cultures.
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Arts, music and performance opportunities.

6: Promoting Fundamental British Values

Hanslope Primary School is very much committed to serving our community and recognises the multi-cultural, multifaith 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. We ensure that we promote and reinforce British Values to all our pupils.

We strive to promote and secure British Values throughout our curriculum and ethos;

6:1 Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through the 'School Council' whose members are elected by their class at the start of each year. The elections of House Captains are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action. In the classroom children learn about Britain's democratic system and law-making– this includes why we need rules and laws and the responsibilities that we have as British Citizens. As well as following the schools Golden Rules.

6:2 The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Pupils are taught from an early age the Golden Rules of the school. They are taught the value and reasons behind rules and laws. They learn that rules are used to govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

6:3 Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make informed choices, support independence and resilience, respect rights and freedoms.

6:4 Mutual Respect

We encourage our pupils to show kindness, respect and consideration towards others. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have. Respect underpins our work every day, both in and out of the classroom and is modelled by all staff.

6:5 Tolerance of Different Faiths and Beliefs

Tolerance of those with different Faiths and Beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. The religious education curriculum is designed to enhance pupils understanding by learning about world faiths and cultures. We promote understanding and acceptance whilst challenging prejudice and discrimination. Educational visits are made to places of worship and children also learn about seasonal festivals such as Diwali and Harvest through the broad and balanced curriculum.

7: Monitoring and Evaluation

The Headteacher

- Ensures that this policy is implemented consistently and reviewed regularly.
- Ensures that curriculum planning provides meaningful and age-appropriate opportunities for SMSC Development and British Values.
- Supports staff through suitable guidance, training and professional discussion.

Provision for SMSC will be monitored and reviewed on a regular basis.

This policy will be reviewed every three years or as appropriate.