



# The Trent-Rylands Federation

The Trent-Rylands Federation Infant and Nursery School *and* Beeston Rylands Junior School



## POLICY FOR SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT (SMSC) including BRITISH VALUES

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT including BRITISH VALUES at The Trent-Rylands Federation
- **IT WAS DEVELOPED** in 2015 through a process of consultation with teaching staff and governors.
- IT WILL BE continuously reviewed, updated and approved by the Governing Body, Executive Headteacher and staff
- This policy will be REVIEWED ANNUALLY

Date of review	Autumn 2020	Autumn 2021	Autumn 2022
Signed			

### Introduction

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents at our school. It is central to both our vision statement and our main curriculum aims. It is taught through all subjects of the curriculum and is integral to the ethos of our school. It supports all areas of teaching and learning including the development of the child as an effective learner. We recognise that such development is most successful when the values and attitudes are promoted and modelled by all staff in school. A positive development of SMSC can enrich an individual's appreciation of life experiences and their relationships with others.

Through our provision for SMSCD the Trent-Rylands Federation will:-

- Enable children to develop their self-knowledge, self-esteem and self-confidence
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living in the locality of the school and to wider society
- Enable children to begin 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 children to begin to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and begin to support their participation in democratic processes, including starting to develop respect for the basis on which the law is made and applied in England

### Promoting British (Human) Values at the Trent-Rylands Federation

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to 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.' At the Trent-Rylands Federation

these values are actively promoted through our provision for spiritual, moral, social and cultural development. Here at the Trent-Rylands Federation we consider these as 'Human Values'.

At the Trent-Rylands Federation we value the ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country. We actively promote the spiritual, moral, social and cultural (SMSC) development of our pupils and, through ensuring this SMSC development, fundamental Human Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts. Our cross curricular approach provides excellent opportunities to deepen and develop understanding developing the spiritual, moral, social and cultural education of our children. The schools make considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and residential experiences.

At the Trent-Rylands Federation, we value the voice of the child and promote democratic processes such as our school and eco councils whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.

Children are given responsibility to lead other children in games and activities so that they are fully involved in all aspects of school life. For instance, our older children are play leaders and help to promote our core values. We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour.

### **What spiritual, moral, social and cultural development along with fundamental British Values means at The Trent-Rylands Federation and how we support its development**

#### **Spiritual Development**

Spiritual development is connected to feelings and emotions. We encourage the children to talk about their feelings and those of others. We give them numerous opportunities to respond to experiences and stimuli, encouraging discussions and debate. It enables us to help the children to make sense of the world in which they live and to develop views and feelings about their connections to the world around them.

At The Trent-Rylands Federation we promote spiritual development by:

- Offering children a wide variety of stimuli and experiences.
- Enabling a sense of awe and wonder through 'Wow!' events.
- Using drama to stimulate discussion.
- Careful planning of assemblies and encouraging the children to reflect on the experience.
- Using art and music to stimulate imagination and creativity.
- Asking higher order questions – How does that make you feel? What do you think about? What is your opinion?
- Encouraging the children to verbalise their inner voice.
- Developing a sense of what is important in life.
- Enabling as many opportunities within our curriculum and topic planning for reflection, questioning, debate and emotional responses.
- Teaching the children to value others opinions.
- Fostering high self-esteem by encouraging the children to take risks or face challenges in their learning with resilience.
- Giving the children many opportunities for paired and group work to encourage co-operation, listening and discussion.

## **Moral Development**

Moral development is about developing the ability of children to recognise the difference between right and wrong and the readiness to apply this understanding in their own lives. We help the children to develop and understand the consequences of their actions while encouraging them to be interested in investigating, and offering reasoned views about, moral and ethical issues.

At The Trent-Rylands Federation we promote moral development by:

- The implementation of agreed rules through a clear behaviour policy and procedure throughout the whole school.
- Teaching a thorough PSHCE curriculum.
- Enabling the children to make decisions.
- Developing a team ethos throughout the curriculum.
- Using stories to unpick moral messages.
- Using songs and stories to reinforce the school ethos.
- The school motto.
- Empowering children to be good role models and to value good behaviour.
- Developing the children's self-esteem and self-confidence to deal with any issues that may arise.
- Celebrating achievement through stickers, chance cards, superstar certificates, behaviour certificates, rewards etc
- Enabling the children to understand the difference between right and wrong.

## **Social Development**

Social development is about encouraging the children to work effectively with each other and participate successfully in the school community as a whole. It enables the development of the skills and personal qualities necessary for living and working together and the development of the interpersonal skills necessary for successful relationships. Our social development also teaches the children how to resolve conflicts effectively and the importance of tolerance and respect in our multi-racial, multi-cultural society.

At The Trent-Rylands Federation we promote social development by:

- Planning a wide range of topics and opportunities for the children to work together.
- Teaching a thorough PSHCE curriculum.
- Encouraging teamwork through PE, games and classroom activities.
- Developing a cohesive school community for all stakeholders.
- Holding a variety of events to involve parents and the local community.
- Developing an effective School Council
- Encouraging a variety of responsibilities with Playground Equipment Monitors, Sports Leaders, etc.
- Working closely with our Family of Schools
- Teaching the children to resolve conflicts effectively.
- Encouraging the children to take part in events in the local community
- Developing an understanding of the similarities and differences between people.

## **Cultural Development**

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and country as a whole. As a school we believe in celebrating and valuing cultural diversity and in developing the children's understanding and celebration of a wide range of families, cultures, faiths and differences.

At The Trent-Rylands Federation we promote cultural development by:

- Valuing and celebrating other faiths and cultures that are represented in our school community.
- Encouraging the children to talk using vehicles such as ‘show and tell’ and ‘The Family Box’.
- Developing an acceptance of similarities and differences, particularly through PSHCE and RE teaching.
- Celebrating a range of festivals throughout the year.
- Encouraging meaningful discussion with children.
- Using a wealth of stimuli and resources with the children from their own and others’ culture.
- Welcoming visitors into school regularly.
- Encouraging tolerance and appreciation of the beliefs, values and customs of a variety of cultures.

## **BRITISH VALUES – Fundamental Human Values**

### **Democracy**

Democracy underpins a lot of the work we undertake with our children. Pupil voice is a big part of our ethos and we try to ensure that all children’s voices are heard through our School Council and assembly discussions. The children also contribute to staff interviews and pupil questionnaires. Elections for the School Council representatives take place in each class. The School Council meets at least half termly and lead assemblies when appropriate. Children are always encouraged to voice their opinions and we foster an environment where children are safe to disagree with each other. These meetings provide a way for children’s voices to be heard and for their opinions to influence important decisions made in the school. The children are taught about how adults elect councils and members of parliament in order to represent their interests and give them a voice. In the same way, through assemblies and our PSHE curriculum we discuss the theme of pupil voice and what they would like to see in the school. There are numerous opportunities that are provided for the children to exercise a vote whether it is a class reward or the introduction of a School Council award. Staff actively discuss and explore the democratic process.

The children’s opinions are vital. We assess this through pupil surveys, for example on entry to Year 3 and the feedback from this is shared with the whole school community and is also used for planning in the next academic year. We actively teach children about their rights and responsibilities as British Citizens; both on a national level and also a global level. This is underpinned by school assemblies that often look at issues surrounding human rights across the globe.

We share examples of stories linked to democracy, discussing the challenges faced around the world and in history; for example, looking at ‘equality’ linked to man-made disasters such as Hiroshima and The Holocaust and the effects these atrocities still have on the world today.

All children are actively encouraged to participate in class discussion and in their learning and also to support and respect sacrifices made by others. EG By observing a minutes silence and representing the school in the local community on Remembrance Sunday

<b>Statement</b>	<b>Evidence</b>	<b>Impact</b>
The children at Rylands see democracy as being an essential component of successful team work.	The establishment of a new School Council each year models the democratic process Children voting for the introduction of new awards	Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children are able to use the language of respect

## **The Rule of Law**

The importance of laws whether they be those that govern the class, the school or the country are reinforced throughout our curriculum as well as when dealing with behaviour and through school assemblies. The school's behaviour policy has at its core the principle of making the correct choices and understanding the impact if the wrong choice is made. Visits from people such as the Police, Fire Service etc are regular parts of our calendar and help to reinforce this message. Children and parents sign home/school and E-safety agreements upon entering the schools that sets out the expectations for pupils' learning and behaviour. These commitments mirror the expectations set by society and function as a set of rules to enable positive participation in school life. By encouraging children to take responsibility for their own choices, we are promoting the ownership of behaviour and adherence to the rule of law in wider society.

In year 6, children are taught how to safely ride a cycle, ensuring that they follow the rules of the road; road and personal Safety is reiterated and instilled in all year groups through appropriate assemblies. They also understand that if someone is being bullied then they should report this to an adult to make sure that our school rules are being maintained.

Children are taught about laws in connection to the Computing curriculum; for example, children learn about copywrite and plagiarism.

Year 5 and 6 children learn about aspects of Drug Education ensuring an understanding not only of the health implications of drug abuse but the legalities surrounding it too.

<b>Statement</b>	<b>Evidence</b>	<b>Impact</b>
<p>The children are with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles</p> <p>Children are used to debating and discussing laws/rules and their application</p>	<p>Class Rules/ School Rules/Learning Behaviours</p> <p>School Values</p> <p>Lessons on the role of law and parliament School Council meetings</p> <p>Collective Worship</p> <p>RE planning and work books</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand rules and can abide by these</p> <p>Children all know that they have a right but that with a right comes a responsibility</p> <p>They are able to discuss and debate issues in relation to these rules</p>

## **Individual Liberty (Freedom)**

Within school children are actively encouraged to make choices knowing that they are in a safe and supportive environment. This is achieved through our work in PSHCE and e-safety lessons. It is embedded in our philosophy that the children are given the freedom to make choices about their learning throughout the school; this may be through child initiated activities in the early years or which independent learning activities they access in KS1. Children's achievements are celebrated in assemblies to instil in them a sense of worth and create ambitious pupils who believe in themselves and their self-worth. Children are taught about making 'good' choices and have a full understanding that they are the ones that make choices about how they act, whether those choices are well made or not.

In Year 6 children take on jobs that help to make the school function well. They have the opportunity to take on the role of 'Prefect' and so freely choose the way they will contribute to our community. Children also participate in groups that help to develop them as citizens. For example, the school Eco Council helps the school to improve its environment.

Individual freedoms are respected for example respecting different family models is essential to ensure that all individuals can come to school free from prejudice.

Whether it be through choice of challenge, of how they record, of participation in extra-curricular clubs and opportunities; pupils are given the freedom to make choices.

Statement	Evidence	Impact
<p>Our teaching and learning places emphasis on the right to have our own thoughts and evidence based views promoting self-respect and self-worth</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves</p>	<p>Children are able to show independence in learning and to think for themselves</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action</p>

### **Mutual Respect and Tolerance of those of Different Faiths and Beliefs**

Running through the heart of the school philosophy and vision is respect. This is consistently and frequently discussed with the children through circle time, assemblies and School Council meetings. Our behaviour policy is based around ensuring that all children respect one another and can value everyone as individuals. This is reiterated throughout the school rules and modelled by all staff in school.

Tolerance of people with different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them the opportunity to experience and value this diversity. Assemblies and discussions in class seek to deal with prejudice and prejudice based bullying and these are supported by learning in PSHCE and RE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

**Children are encouraged to work together effectively and treat each other with respect in a number of ways –**

- Paired and group work across the curriculum (This includes peer and group assessment of work)
- Sharing, valuing, discussing and acting on ideas through the School Council
- We provide a nurturing environment in which all children are encouraged to express themselves and fulfil their potential. Where necessary, we provide additional support for children through drama and play therapy, Think Children and an informal lunch time club where children can seek advice and support but also reflect on their behaviour.
- Regular assemblies focus on looking at your own needs but also considering the needs of others.

The schools' Behaviour Policies are very clear on the need for each child to respect the needs of others.

Our RE and PSHE curriculums allow pupils the chance to learn about how different people live in different cultures. The aim is to develop tolerance and understanding of others, respect and how they live and the life choices each group make by challenging stereotypes. We also supplement this with work on different religions and comparing them to the Christian religion. Pupils look at how children and adults live and draw out similarities and differences to their own lives.

Current topics which have supported this are: Family and Community, Beliefs and Questions, Symbols and Religious Expression, Inspirational People, Respecting the environment and Responding to Human Rights and Jewish Life.

Our Single Equality Policy ensures that people of all religious beliefs, genders, ethnicities, abilities or any other differences are offered the same opportunities to thrive at our school.

Learning about traditions around the world where some of our children have moved from, help to develop children's experiences and understanding of other countries and their traditions, cultures and beliefs. In assemblies this religious tolerance is strengthened through the celebration of different religious festivals such as Chinese New Year, Diwali, Buddhism and Christian celebrations. Stories are shared or personal experiences of either the staff or children are spoken about in order to develop a greater depth of understanding of religious identities.

Statement	Evidence	Impact
<p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment</p> <p>Equality is at the heart of the school and we actively encourage the children to challenge stereotypes</p> <p>The school celebrates the success of all learners in a number of ways and regularly stresses the qualities of those which have led them to their success</p>	<p>Collective Worship RE curriculum RE planning and workbooks</p> <p>Learning Walks for behaviour</p> <p>PSHE curriculum, assemblies, extra-curricular activities and enrichment work/ visits</p> <p>Superstar/Star Assemblies and a range of rewards which we invite parents to attend and which are displayed around school.</p> <p>The achievement of boys and girls in each subject is monitored.</p>	<p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions</p> <p>Children's behaviour demonstrates their good understanding of this value in action</p> <p>Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves</p> <p>Participation of all pupils, regardless of gender for example, boys to participate in dance and girls to play football and rugby.</p> <p>To track any discrepancies and put support in place where it is required.</p>

**OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT including BRITISH VALUES**

- TEACHING AND LEARNING POLICY
- ANTI BULLYING POLICY
- SINGLE EQUALITY POLICY
- BEHAVIOUR POLICY
- PREJUDICE BASED INCIDENT POLICY
- WHOLE SCHOOL CURRICULUM FRAMEWORK
- COLLECTIVE WORSHIP POLICY
- RE POLICY
- RSHE POLICY