

Promotion of British Value and Spiritual, Moral, Social and Cultural education

Promoting fundamental British values as part of SMSC in schools, the DfE stated that: 'Schools should 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 their provision of SMSC, schools should: • 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.'

'The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- 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.'

What we do as a school to help children understand the importance of British Values

At Lower Heath, much work has taken place through the curriculum, in assemblies and at other times, e.g. playtime to increase children's understanding of British Values. Where possible, these values have been linked to national events of significance. E.g. at the time of the General Election, we held our own school election to decide on a school motto. At the time of the 800th anniversary of the signing of the Magna Carta, assemblies focussed on the rule of law, how laws have been created, why laws are introduced and how they evolve over time. This was linked to school rules and the need to keep each other safe by acting safely and considerately towards others.

Through the Christian Values that are present in our work as a school, and the 7 Rs of learning, children are constantly reminded of the need to behave in a caring, respectful way to others. Work about other cultures is undertaken in the curriculum through a range of subjects, e.g. art, music, RE, etc, so that children have an understanding of other faiths and other cultures. Work in assemblies also links to this, for example, showing how other cultures celebrate important days, e.g. Mardi Gras / Shrove Tuesday.

Background - Spiritual, Moral, Social and Cultural education

OfSTED defines each aspect of SMSC as follows:

The spiritual development of pupils is shown by their:

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

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain •

knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

What we do as a school to develop children spiritually, morally, socially and culturally

At the time of our last inspection, SMSC was described as a strength of the school by the inspector.

Spiritual Development

Through a very carefully planned approach to acts of worship, we have developed an excellent sense of spirituality in school. Staff are skilled at using everyday occurrences to further this, for example spiders' webs covered in dew or rainbows. We encourage children to be reflective (it is one of our 7 Rs), and try new things creatively (risk taking). This 7Rs approach has led to children being fascinated by learning and very reflective about themselves in a wider sense. Each day in worship time, children have time to reflect and the chance to say a prayer in front of the school. The reverence they show in reflection time, the level of thought that goes into their prayers and the fascination they show in response to everyday natural phenomena show that their spirituality is strong.

Moral Development

Our positive behaviour policy ensures that children are never 'told off' harshly, and that children are never shouted at in school by staff. When a child needs to be spoken to about their behaviour, it is always in a reasoned way which helps them to understand the impact of their actions on others. The 'friendship tree' sign is well used and children take on responsibility for this, and they have a very well defined sense of right and wrong. Work such as the Oxfam charity work (see attached newsletter) enables children to understand complex moral issues and understand that sometimes there is not one right answer.

Social Development

Our positive way of dealing with and speaking with children, ensuring that we take an interest in their achievements helps them to understand that they are important to us. Taking part in the range of community activities we offer helps to show them that they are important to the wider community and have a part to play. Children take responsibility for doing jobs around the school with great enthusiasm.

Cultural Development

As detailed in the section above about British Values, our children have a range of opportunities for cultural development which contribute well to this aspect of their learning. Visitors into school enhance this too, for example visitors from Mississippi through our link with Wem Baptist Church, or visiting teachers from abroad. Significant events such as the Olympics, World Cup, Last Night of the Proms, etc. also are used in school to highlight people coming together to celebrate or take part in

events together. Our children are always very interested in learning about other faiths and other cultures and always very respectful when discussing any issues relating to this.