



SMSC and British Values Policy



Avonwood Primary School

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TO BE RATIFIED

Avonwood Primary School

SMSC and British Values Policy

Definition

SMSC (Spiritual, Moral, Social and Cultural) development is achieved at Avonwood through a combination of assemblies, establishing a strong school ethos supported by effective relationships throughout the school and are embedded within our curriculum where opportunities are sought both within and outside of the classroom. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils will understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. Our school ethos and teaching, support the rule of English civil and criminal law by beginning with our own class and school rules and building these together to co-construct the idea of morality.

In order to teach these SMSC aspects, we ensure that children have at least the below opportunities;

- Spiritual: explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- Moral: recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- Social: use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- Cultural: appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Government guidelines

All schools must provide a curriculum that is broadly balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at Avonwood and of society, and
- Prepares pupils at Avonwood for the opportunities, responsibilities and experiences of later life.

This SMSC and British Values Policy is informed by existing DfE guidance; Promoting fundamental

British values as part of SMSC in schools Departmental (advice for maintained schools November 2014), Preventing and tackling bullying (Preventing and tackling bullying, July 2017), Safeguarding (Working Together to Safeguard Children 2023, revised February 2024), Prevent Strategy (2011) and Equality (Equality Act 2010, revised June 2015).

Introduction

Promoting and teaching SMSC and British Values are underpinned across the curriculum and link with our whole school ethos and Earth Charter values; past, Earth, future, love, peace, family, interconnectivity and life. PSHE, RE, spoken language, Geography and History in particular, provide us with an opportunity to focus on the delivery of spiritual, moral, social and cultural (SMSC) aspects of learning, such as;

- Managing feelings
- Building positive relationships
- Self-awareness and self-esteem
- Social skills
- Empathy
- Motivation
- Managing feelings
- Celebrating cultural difference
- Community cohesion
- Decision making through a democratic process
- Reflection of one-self and the world around them

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

British Values

At Avonwood, we believe in promoting the fundamental British values;

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We encourage learning through the process of exploring ‘what it means to be British’ and by enabling our pupils to:

- describe their own identities and the groups that they feel they belong to;
- recognise and celebrate different identities and experiences;
- appreciate that identity consists of many factors;

- be able to tell the difference between right and wrong and respect the law;
- accept responsibility for their own behaviour and know how to contribute positively to wider society;
- recognise that each person's identity is unique and can change;
- understand the idea of stereotypes;
- have an embedded respect for their own and other cultures;
- have a respect for democracy and support for participation in the democratic process;
- have an appreciation for both sides of an argument.

We aim to develop a belief in freedom and equality, a respect for the law and for British institutions, tolerance, a belief in personal and social responsibility and a wish to resolve conflict through discussion and democratic procedures.

At Avonwood, we plan for learning, assemblies and other activities that encompass religious tolerance, taking a zero-tolerance approach to bullying and violence and the pursuit of excellence in all curriculum areas and pupil wellbeing. We also aim to inspire an enthusiasm for learning and a politely curious nature that stays with the individual as they move on to new challenges and into adulthood. This can be seen through our subject overviews where all curriculum subjects actively seek opportunities to celebrate diversity and aim to provide an inclusive curriculum.

Underpinning this ethos, is a range of curriculum learning that include links to 'Diversity and Inclusion' and also British Values. We celebrate a range of sports men and women, authors, actors, engineers, artists, designers and scientists and their achievements, including British citizens. Please view the long-term curriculum planning on our website for more detailed information.

Please find below a brief summary of statements, evidence and impact in relation to the approach to the fundamental British Values Avonwood. For more information on how this relates to PSHE teaching, please see the PSHE Curriculum Overview.

British Value	Statement	Evidence	Impact
Democracy	We value democracy with children meeting and discussing respect, fairness and learning how injustice can be peacefully challenged. Our stakeholders will see democracy in a variety of ways, from SLT, elections and reps and voting to introduce how public services and institutions operate at an age appropriate level. At Avonwood, we view this as being an essential component of successful team working. Staff, children and parents learn about	Curriculum planning – local links, involvement of pupils in decision making e.g. choosing local charities to support, making decisions about improving the school, school council. Head boy/girl and prefects in Year 6 – through an application and interview School council reps have a solid link between members of staff and the pupils in order to have their say on important school issues. There is also a pupil voice letter box and box in each class where ideas and suggestions can be formally written to the school council and then our head teacher. Learning walks for behaviour and behaviour for learning ensure a consistent culture	Children are able to work collaboratively in pairs and groups. They understand turn taking and respecting the views of others. This is evident across the curriculum and is also embedded in our and teaching and learning toolkit. The older children are beginning to use the language of respect e.g. I agree with what you are saying.... Or I disagree agree with that because... The children are encouraged by adults (acting as mediators) to resolve issues between themselves in an age-appropriate way. Children understand voting and democracy and put this into practise daily within school life, the

	democracy and are voted in to responsible roles within the school including within our PTA.	across the school which inhibit these core values Play leaders have an important role in mediating any unfair play during lunchtimes and guiding the younger children to take it in turns and encourage fair play and teamwork.	classroom and also on the playground.
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<p>The Rule of Law</p>	<p>All stakeholders are familiar with the clear 'being the best you can be' and 'it starts with one' ethos and rules that the positive behaviour policy reflects. In line with our behaviour policy, as a consequence for poor behaviour children have reflection time which allows them to explain their choices and how they will learn from their mistakes. This concept is developed further through RE and PSHE. Children learn about right and wrong, developing their idea of morality, including discussing laws/rules; their application is most readily evident in the children's behaviour and behaviour for learning.</p>	<p>At the start of each academic year, each class develops their own 'Class Charter', which all children create collaboratively and sign to agree to follow. They are displayed within each classroom.</p> <p>The school has a well established positive behaviour policy which all staff receive (at least) annual training on. Appropriate consequences are instilled for inappropriate behaviour. RE/PSHE lessons, including on the rule of law and parliament are age appropriately planned within the curriculum. Learning walks for behaviour and behaviour for learning help to further develop this culture. Incident logs, witness statements and reflection forms further support this restorative approach. Additionally, we have developed our own behaviour curriculum which explicitly teaches our school rules and expectations on a weekly basis and children are positively praised for following these. There are visual reminders for children in classrooms and around the school to help with this.</p>	<p>Children are able to articulate how and why we need to behave well in school and within the local community and demonstrate that they understand and can abide by the established rules. Recorded behaviour incidents and suspensions are low and are monitored carefully by the senior leadership team to ensure progress and appropriate support can be provided to enable progress. Certain key children have behaviour plans in place to provide support and prevent further incidents taking place. Pupils are beginning to discuss and debate philosophical issues in relation to these rules and relate them to wider society in preparation for when they leave school. This takes place in a range of subjects across the curriculum and often link to key ideas of rules from within their reading texts.</p>
<p>Individual liberty</p>	<p>Through the use of RE and Jigsaw (our PSHE scheme), there is a consistent approach to considering self-reflection, esteem and worth so that children know and value who they are in their own right. Additionally,</p>	<p>Our PSHE and RE learning reflects spirituality, with a strong focus on 'self' and the discouragement of stereotyping through our 'Celebrating Differences' unit within PSHE and also our celebrations of diversity in the wider curriculum. PSHE lessons with a specific focus on</p>	<p>Our school has a zero tolerance approach to bullying and ensuring that every child feels safe at school is the highest priority. If there are any reports of bullying, they are put onto a programme called 'bully watch' where the anti-bullying lead observes on the playground and checks in</p>

	<p>since the pandemic, we have also used a mental health programme called 'Stormbreak' where we work on themes such as; resilience, self-worth and hope and optimism. We encourage children to express their own thoughts and views and children are strongly encouraged to develop independence in learning and thinking for themselves. The behaviour policy enables pupils' to take responsibility for their behaviour through the language of choice, as well as knowing their rights and boundaries. The topic 'Being Me' within our PSHE scheme also encourages children to reflect on their own individuality.</p>	<p>'Being Me in my world. This encourages children to feel special and safe, understand their rights and responsibilities, the school and class community, feel proud and rewards and consequences help reinforce this. Each class collectively produces a class 'learning charter' which focusses on our rights and responsibilities at the beginning of the school year. This is then displayed and regularly referred back to as part of our behaviour curriculum and resetting expectations each half-term.</p>	<p>with the child every day for two weeks to closely monitor and support the children involved. Children understand the importance of accepting responsibility and of their right to be heard. They are consulted on many aspects of school life and demonstrate independence of thought and action. We also celebrate the annual 'anti-bullying week' in November.</p>
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<p>Mutual respect and tolerance of those with different faiths and beliefs</p>	<p>Respect for individual difference, culture and ways of life, is fundamental to the ethos and foundation that underpins life at Avonwood. This is also developed through whole school assemblies and the relationships that we have with our stakeholders e.g. our involvement of parents in school life, parent liaison as well as the</p>	<p>Our admissions policy has no faith criteria and all pupils' are welcomed. In our RE curriculum, we cover Christianity, Hinduism, Sikhism, Buddhism, Judaism and Islam, including organising visits from a variety of different faith leaders from various communities to help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. Our PSHE planning teaches the topic</p>	<p>Children show self-respect and respect to others. Children's behaviour demonstrates their good understanding of the value of respect in action. 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>
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	<p>wider community. The PSHE scheme (Jigsaw), topic 'Celebrating Differences' and R.E lessons also explore different religions and faiths and look at similarities and differences between them.</p>	<p>'Celebrating differences' which studies the similarities and differences between girls and boys, understanding why bullying happens and how to overcome these problems and making new friends. It also introduces the idea of stereotypes and ensuring any prejudicial or discriminatory behaviour is challenged. Teachers also actively look to celebrate diversity within the wider curriculum, as can be seen in our subject policies in the 'diversity and inclusion' column of our medium-term planning documents.</p>	
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Safeguarding

Teachers need to be aware that sometimes disclosures may be made during sessions that incorporate SMSC teaching; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after discussions have finished. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding policy is followed.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they offer a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers and that all in the setting provide their opinions respectfully.

Answering Questions

Staff are aware that views around British Values and SMSC related issues are varied. However, while personal views are respected, all sessions are taught without bias. Topics will be discussed using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. All pupils' questions will be answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics.

Preventing radicalisation

Through all subjects, children are encouraged and helped to develop a capacity for observing their own thoughts and feelings within a context of 'calming' and reflectiveness. It is our school ethos, that children should be supported in regulating their emotions and building emotional resilience and in choosing and managing their responses rather than being caught up in negative and unconsidered thought processes. Children and adults that are equipped with this capacity are far less vulnerable to the influence of the narrowly prescribed thinking and unexamined responses that characterise radicalised and extremist ideologies and attitudes.

Staff will also be aware of Prevent training (updated regularly) to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it. Staff should follow Avonwood's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submit an inter-agency referral form to MASH or call them directly. Advice and support can also be sought from children's social care at the BCP's Children's First Response Hub.