

Spiritual, Moral, Social and Cultural Education and Promoting Fundamental British Values Policy

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Summary of values

Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs.

Introduction

At Pendle Primary Academy, our policy reflects our commitment to ensuring opportunities for pupils to develop spiritually, morally, socially and culturally. All staff and governors are committed to ensuring that our children are provided with the skills and understanding to prepare them for life in modern Britain, and receive a world-class education which maintains a set of British Values at its core.

Spiritual, Moral, Social and Cultural Education

It is important to recognise the role of our school in promoting spiritual, moral, social and cultural development because education is concerned with more than just giving children a body of knowledge and a range of skills. A successful school will have a positive effect on how children think about themselves and the world, about their notions of right and wrong, how they relate to others and their appreciation of the richness of their own and others' ways of life.

British Values

At Pendle Primary Academy the promotion of British Values is at the forefront of all our work. Fundamental British Values are defined as:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those of differing faiths and beliefs

Through promotion of these values, we aim to keep children safe, prepare them for life in modern Britain, and to make a positive contribution to society.

Objectives

Through our provision of SMSC development and the promotion of the fundamental British Values Pendle Primary Academy will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;



- encourage pupils 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 pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote tolerance and harmony between different cultural traditions by enabling pupils 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.

As a result of the above our pupils will demonstrate the following at an age-appropriate level:

- 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 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 tackling discrimination.

Spiritual, Moral, Social and Cultural development at Pendle Primary Academy

Spiritual

These behaviours, attributes and abilities are:

- Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride.
- They share thoughts, feelings and views in conversation and make perceptive comments.
- Address the questions of life, grasp the idea of wonder, experience deep feelings about what happens to them and understand how beliefs and values shape motivation.

At Pendle Primary Academy, promoting spiritual development includes providing opportunities for: pupils to develop their 'inner lives' through, for example: reflecting on their own and other people's experiences; acquiring self-knowledge; thinking about their own



beliefs, values and aspirations; making personal responses to questions about the purpose and meaning of life; using imagination. Spiritual development is not the same as religious development, though religious education and collective worship – because of their focus on beliefs and values – will have particularly important roles to play in the school.

Spiritual development is promoted by:

- providing and encouraging a positive ethos
- the values and attitudes the academy identifies, upholds and fosters
- encouraging children to have a positive self-esteem
- focusing on positive 'success' rather than negative 'failure'
- giving children the opportunity to reflect and to experience times of quiet (including collective worship)
- encouraging children to listen to and consider the ideas and experiences of others.

Moral

These behaviours, attributes and abilities are:

- Honourable, respectful, ethical and fair.
- They recognise the need for rules to govern right and wrong conduct.
- Appropriate questioning of all that goes on around them.

We promote moral development through a clear code of behaviour exemplified through our Shine Charters, where high personal standards are expected, and where children are given the opportunity to think about issues concerning right and wrong.

Moral development is promoted by:

- making it clear what kinds of behaviour are expected (See: Behaviour Policy, Academy Charters)
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- adults explaining, whenever possible, why certain behaviour is acceptable or unacceptable
- giving the children an opportunity to think about how the environment should be treated
- learning about the roles of rules and codes of behaviour;
- listening to and discussing stories which raise issues about right and wrong;

Social

These behaviours, attributes and abilities are:

- Politeness, courtesy, self-discipline, self-awareness and caring.
- They value others and understand the need to be able to work with others.
- Address their own difficulties and the difficulties of others.



We promote social development by encouraging all members of our school community to relate positively to others, establishing the school itself as a model of a purposeful and harmonious community, encouraging pupils to take responsibility, and giving children an understanding of their role within the wider community.

Social development is promoted by:

- adults setting high standards in their relationships with each other;
- learning the rights and responsibilities associated with being a member of groups;
- giving children the opportunity to make decisions within groups;
- showing how groups of people have much in common;
- encouraging teamwork and co-operation.

Cultural

These behaviours, attributes and abilities are:

- Awareness of their own culture and of other cultures. Recognition of the interaction between cultures.
- They are able to apply their learning to different cultural circumstances.
- Recognise their own need and the needs of others for a wide intellectual development.

Pendle Primary Academy promotes cultural development when it gives pupils opportunities to engage in a wide range of cultural activities and to appreciate aspects of their own and other people's cultural traditions.

Cultural development is promoted by:

- encouraging a knowledge of the children's own cultural traditions and practices and those of other cultural groups within society;
- adopting the view that diversity makes the world a richer place;
- teaching children how to express themselves in a variety of ways;
- valuing and encouraging children's own cultural interests and achievements;
- organising visitors from a range of cultural backgrounds and visits to places of cultural interest

Promotion of the fundamental British Values at Pendle Primary Academy

At Pendle Primary Academy the promotion of British Values is at the forefront of all our work. Fundamental British Values are defined as:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those of differing faiths and beliefs



Through promotion of these values, we aim to keep children safe, prepare them for life in modern Britain, and to make a positive contribution to society.

At Pendle Primary Academy these values are reinforced regularly and in the following ways:

Democracy

Pendle Primary Academy adopts a number of aspects of the framework at UNICEF Rights Respecting Schools. Each year the children decide upon their class charter and the rights associated with these. All children contribute to the drawing up of the charter. The School Shine Charter is also annually reviewed with the children.

We have a body of pupil ambassadors, which meets regularly during the school year. These children have had to write a presentation to their peers to persuade them why they should be elected to the role at the start of the year. Each school ambassador was voted for by their class. The pupil ambassadors are genuinely able to effect change within the school.

Democracy is also actively practised in classes with children voting on a range of issues, from how to spend their class prize money/vouchers from Attendance Monopoly, to how to improve the facilities in the school playground.

The right to express views and ideas freely, without fear of interference or persecution, is an essential part of democracy. Respectful debate and conversation helps to challenge discrimination, get rid of intolerance and harmful attitudes, and build strong, positive communities. Freedom of expression is a key part of children's educational experience. Sharing ideas is crucial for learning, and allows pupils to think critically, challenge and engage with different perspectives.

How we influence democracy is explored through PSHE and talk assemblies. This includes looking at historical figures who have impacted on the democratic process and exploring the effectiveness of different approaches.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country are consistently reinforced at Pendle Primary Academy.

Pupils are taught from an early age the 'rules' of the school. These constitute our Pendle Primary Academy Shine Charter. Pupils are taught the value of reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Many of these rules and laws are taught through our talk assemblies and PSHE curriculum, which includes many safety aspects, such as: road safety, firework safety, online safety and fire safety. We also have strong links with our police community support officer who comes into school to work with our children.

Individual Liberty

At Pendle Primary Academy, 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 from where pupils can make informed choices, through a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to apply these safely (through our online safety and PSHE lessons). Whether it be through the choice of challenge, or how they record and present their work (for example, using their iPad), or participation in our numerous extra-curricular clubs and opportunities, pupils are given freedom to make choices.

Stereotypes are regularly challenged at Pendle Primary Academy and we have worked hard to raise the aspirations of all our children with a range of experiences both in and out of school.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Anti-bullying has a high profile within the school with it being addressed through general classroom practice, the PSHE curriculum, talk assemblies and outside people, such as theatre groups, as well as links with other schools in Pendle Education Trust.

Children are also taught about respect and bullying in the online world, through our computing curriculum and regular online safety lessons. They also know what to do if they see something that may be disrespectful or harmful to themselves or others.

Tolerance of those of Different Faiths and Beliefs

Pendle Primary Academy is a diverse school with both staff and children reflecting a large number of different ethnicities. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, talk assemblies and PSHE lessons actively challenge stereotypes and reinforce messages of tolerance and respect for others no matter their ethnicity, beliefs, gender, disability, sexual orientation, age or any other protected characteristics.

Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. This has proved very popular with children. Major religious festivals are acknowledged through talk assemblies and the RE curriculum.

We encourage our children to interact with children from other schools, both locally and further afield, through organised activities. This includes our partnership school.

At Pendle Primary Academy, we actively challenge pupils, staff or parents expressing opinions contrary to the values we hold as a school, including 'extremist' views.

Responsibilities

At Pendle Primary Academy it is the role of the Principal, alongside the whole staff team, to oversee pupil's spiritual, moral, social and cultural development and to promote the fundamental British Values.



Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We recognise the critical role parents play in continuing their children's spiritual, moral, social and cultural development and to uphold British Values in the home where there may be conflict between the values brought from overseas. Parents and carers are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the Key Stage Leader, if and when appropriate. In addition, the school is committed to working with parents, to support them to be alert to approaches from individuals or groups promoting extremism to their children.

Pupil Participation

Pupils will be encouraged to participate in the decision-making process through the Academy Ambassadors, a democratically elected body of representatives, who meet regularly.

All pupils need to be part of these processes, to know they are listened to and that their views are valued.

Pupils must develop resilience to approaches from individuals or groups promoting extremism and learn to participate in appropriate group activities.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare. For specific details of policies and procedures, please refer to the school's policy. Through the promotion of British Values, we aim to keep our children safe by encouraging them to live in and adhere to the values of free and democratic society.

Prevent training for staff and governors ensures they are better equipped to safeguard our pupils against anti-democratic approaches.

Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any proposed changes need to be presented to the school's leadership team before wider appropriate consultation is undertaken directed by the Academy Principal.



Appendices

This policy should be read in conjunction with the following policies or guidelines:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Social Media Policy
- Prevent Risk Assessment
- Academy Charters

