

# SUNNYMEDE JUNIOR SCHOOL

## SMSC and BRITISH VALUES POLICY

(incorporating British Values Statement)



**Adopted by Governing Body: June 2015**

**Review frequency: Every Two Years**

**This Review: June 2019**

**Next Review: June 2021**

Headteacher's signature	Chair of Governor's signature
	

<b>DESIGNATED SMSC LEAD:</b>	Vicky Houghton
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## **Spiritual, Moral, Social and Cultural and British Values Policy** **(incorporating British Values Statement)**

### **Aim**

At Sunnymede Junior School, the children and their learning are at the very heart of every decision made. We share, support and strive to achieve the Ofsted 2014 pupil aims for Spiritual, Moral, Social and Cultural (SMSC) education to assist children to develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect. We aim to teach these qualities across our broad and balanced curriculum.

The ethos of our school is that all people who attend or visit our school, whether a staff member, pupil, parent or visitor, are valued as individuals in their own right. They should set - and expect from others - high standards of behaviour, respect and responsibility from pupils and staff.

We aim for pupils to:

- develop an inner discipline by encouraging them not to simply 'follow the crowd' but to make up their own minds
- be ready to accept responsibility for their actions
- grow as individuals through making reasoned choices
- be honest with themselves and others.

### **Definitions**

We use the Ofsted 2014 definitions from the July 2014 Inspection Handbook to help us define SMSC (Spiritual, Moral, Social and Cultural) development:

The spiritual development of pupils is shown by their:

#### **Spiritual**

- 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
- A sense of enjoyment, fascination and awe in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.

- Willingness to reflect on their experiences.

### Moral

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

### Social

- Use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, including by volunteering, co-operating 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### Cultural

- Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, sporting, cultural, musical, mathematical, technological and scientific opportunities.
- Interest in exploring, understanding of, and 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.

### Planning

Teachers are mindful of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural experiences. A vast majority will be delivered through cross curricular activities, as well as specific PSHE and RE lessons, planned and taught through the Jigsaw PSHE and the Jigsaw RE programmes. See **APPENDIX 2** for details of the Jigsaw PSHE scheme and its links to SMSC and promotion of British Values. On occasions, themed days or weeks such as Anti-Bullying Week and Heritage Week will be

planned for to ensure pupils participate in a rich curriculum. Other aspects of SMSC will be covered during assemblies.

### Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given the opportunities to reflect upon the meaning of spiritual experiences.

Examples that may be planned for include:

- Developing, understanding and reflecting on their own and others' beliefs and experiences.
- Curiosity and wonder through hooks at the start of units, e.g. Year 3 Science – Finding a skull to support work on the human body.
- Showing a sense of enjoyment and fascination in learning about themselves, others and the world around them, e.g. comparing their own lives with those in other countries.
- Showing insights into deep questions about life, change and death.
- Providing opportunities for awe and wonder, e.g. Year 3 visit BAPS Shri Swaminarayan Mandir Hindi Temple in London, Year 5 visit the Globe Theatre
- A sense of security, well-being, worth and purposefulness.
- Providing pupils with opportunities to use their imagination and creativity, e.g. PTA's annual Easter competition.

As a school, we develop a climate within which pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

This can occur during any part of the school day, e.g. when listening to music, during class discussions on caring for animals, how we contemplate the future etc.

### Moral Development

At Sunnymede Junior School we believe that a morally aware pupil will develop a wide range of skills. These skills are planned for in the following ways:

- At the start of each academic year, each class will conduct a set of class rules which will be displayed in the classroom throughout the year. Teachers will remind pupils of the rules when needed.
- Showing an interest in moral and ethical views, e.g. Year 6 – debates on deforestation.

- Pupils have opportunities to investigate and offer reasoned views about moral and ethical issues. e.g. Year 5 – Persuasive letter writing about ethical and moral issues.
- Providing opportunities for pupils to voice their viewpoint and appreciate others' opinions, e.g. Year 5 PSHE – Managing Risks
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school e.g. through our comprehensive Behaviour Policy.
- Assemblies are linked to the news and current affairs and pupils are able to voice their opinion.
- Displays around the school encourage pupils to take responsibility for their actions, e.g. Work presentation posters, how to treat others etc.
- Providing pupils with opportunities to recognise right and wrong and apply it, e.g. Year 4 PSHE Anti-Bullying, Learner of the Week award.

### Social Development

At Sunnymede Junior School we plan opportunities for social development in all subjects.

We develop pupils' social development by:

- Providing pupils with opportunities to use their social skills in different contexts, e.g. Christmas Productions, sport teams playing against other schools, School Council, Pupil Voice – working with others from neighbouring schools.
- Planning collaborative work on a regular basis e.g. in class, in year groups or in house teams (Science and D&T Week)
- Providing pupils with positive experiences to reinforce our values as a school community, e.g. Year 6 residential, whole school Christmas productions.
- Providing opportunities for engaging in the democratic process and participating in community life, e.g. voting for school councillors each academic year, voting for classroom jobs.
- Providing positive and effective links with the world of work and the wider community, e.g. Harvest collection, Operation Christmas Child shoe box appeal.
- Helping pupils to develop personal qualities which are valued in a civilised society, e.g. Celebration Assembly, Learner of the Week, 'Good egg' awards for demonstrating good citizenship.
- Providing opportunities for pupils to exercise leadership and responsibility, e.g. Year 6 house captains and monitors, corridor monitors, office monitors, peer mediators, play leaders etc.

### Cultural Development

Planned opportunities for cultural development in all subjects can be seen across the school. Children are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is shown in our Foundation subject planning.

Examples of these opportunities include:

- Extending pupils' knowledge and use of cultural imagery and language, e.g. through R.E, History, Geography and French lessons.
- Encouraging pupils to think about special events in life and how they are celebrated, e.g. celebrating birthdays in Friday assemblies, Christmas etc.
- Recognising and nurturing particular gifts and talents, e.g. show and tell in class, celebration assembly, acknowledging out of school achievements.
- Reinforcing the school's cultural links through displays, posters, exhibitions etc.
- Providing opportunities to extend pupils' cultural development through trips, e.g. theatre, gallery and museum visits.
- Providing pupils with opportunities to recognise how their own and others' heritage has been shaped, e.g. Heritage Week.
- Pupils participating in artistic and sporting opportunities, e.g. Sports day, sporting matches, art competitions.
- Sharing British Values with pupils, including the democratic parliamentary system and its central role in shaping history and values, e.g. Assemblies on British value strands, activities based on the Magna Carta.

### Promoting British Values

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, we have a broad curriculum that allows children to become rounded individuals. This is planned for in lessons, as whole school projects or as assemblies.

We promote British values by:

- Enabling pupils to develop their self-knowledge, self-esteem and self-confidence through the Learner of the Week award, Head Teacher awards and house points, as well as through peer and self-assessment.

- Enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England through setting clear school and classroom rules and the consequences of their actions related to our behaviour policy. We promote the concept that the rule of law protects individual citizens and is essential for their wellbeing and safety.
- Encouraging 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. This will be achieved through supporting local and national charities, including taking part in Operation Christmas Child each year.
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England, through whole school assemblies with public service workers informing pupils about their important role in society.
- Encouraging pupils to demonstrate tolerance and harmony of different cultural traditions by ensuring they appreciate and respect their own and others' cultures. This is achieved through our broad and non-biased RE lessons, assemblies linked to religious and cultural events and our links with Asamang Roman Catholic School in Ghana.
- Encouraging respect for other people and their opinions. Through assemblies and PSHE lessons, pupils understand that the freedom to choose and hold other faiths and beliefs is a protected law. Pupils should be taught to have respect for other people's views and these should be accepted and tolerated.
- Encourage respect for democracy and support for participation in democratic processes by providing activities for pupils to understand how citizens can influence decision-making through a democratic process, by allowing pupils to vote about events and school projects.

Further information about our approach to the promotion of British Values at Sunnymede Junior School is contained in our British Values Statement – see Appendix 1

### **Assessment**

In order to monitor the effectiveness of SMSC across the curriculum, all teachers will complete an SMSC strands sheet each term to identify which links have been covered. The SMSC leader inputs this information onto Grid Maker, a leadership tool for monitoring and evaluating our SMSC provision. This data is analysed and strengths and areas for

development are shared with staff and acted upon in the next term's planning to ensure all areas are covered sufficiently.

### **Displays**

All displays are to include a range of questions inspired by Bloom's Taxonomy to engage and challenge pupils to deepen their thinking and knowledge about each specific display. This provides pupils with the opportunity to develop their SMSC skills further.

### **Equal Opportunities**

All pupils will have equal opportunity to reach their full potential across the curriculum regardless of their race, religion, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated according to their pupils' requirements enabling access for all.

### **Monitoring and Review**

The senior staff, subject leader for SMSC and governors will be responsible for monitoring the implementation of this policy.

### **Evaluation**

This policy will be continually evaluated as part of the policy review process.



## Sunnymede Junior School

### British Values Statement



June 2017

The *Department for Education* states there is a 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 Sunnymede Junior School we promote and reinforce these values in the following ways:

#### Democracy

Democracy is promoted through our school council system, whereby each class elects two representatives to act as their ‘voice’ on key school issues or developments, reflecting our British electoral system and demonstrating democracy in action. The School Council meets regularly, reports back to the class council and termly during whole school assemblies. These pupils have an influential role in decision making, such as organising fundraising activities for Great Ormond Street Hospital and working on achieving the International School Award. In addition to the School Council forum, children have many other opportunities throughout the school day for their voices to be heard.

School assemblies follow government guidelines and include all aspects of the British Values Agenda, including democracy, and the local and general elections when appropriate. Within class, circle time and similar strategies are used to discuss issues, enabling a democratic voice and resolving problems.

Throughout the year, whole school voting takes place on key school issues or issues that extend beyond the school e.g. mirroring national elections

Each year the children decide upon their class rules. All the children contribute to the drawing up of the rules and are expected to promote them and adhere to them

#### The Rule of Law

The importance of Laws, whether they are those that govern the class, the school or the country, is consistently reinforced throughout the regular school day and also through planned activities and assemblies. Class rules are created at the start of each academic year (building on our whole school rules) and these are displayed in class and referred to regularly. These are deeply embedded in our work every day and through our Behaviour Policy. Our pupils are taught the value and reasons behind laws that they govern and protect us, the responsibilities involved and the consequences when laws are broken. Visits from authorities such as the Fire Service; Local Church etc. are regular parts of our Assembly dates to reinforce this message.

In PE, in our Intra and Inter school competitions, the importance of rules and fair play is highlighted and enable the pupils to understand the need for rules beyond the immediate school context, as well as the importance of exercise as a healthy activity.

Rewards are given regularly to pupils who demonstrate our school values, good citizenship and caring, thoughtful behaviour e.g. 'good egg' awards and 'Learner of the week' class trophies.

Our curriculum has been carefully designed so pupils develop skills that enable them to understand the way rules and laws were developed at specific times in history and how they reflected the values of the period. Our RE units of work allow pupils to learn about the fundamental rules and beliefs of all the major religions and focus on common areas and differences within them.

The local police officer / PCSO visits the school to talk to the children and explain about their role in society.

Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.

### Individual Liberty

We educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and inspiring education, and actively encourage them to do so. Our pupils are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra-curricular activities; our pupils are given freedom of speech and the opportunity to make choices.

Assemblies are used to celebrate the community of Sunnymede Junior School and reflect the pride that can be felt in being a part of each different community, class, 'house' team and friendship communities that make up our diverse cultural community within the school.

Through our school values and our PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their own personal areas of interest, academic or otherwise

Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations, such as the NSPCC, as well as through the PSHE curriculum.

A wide range of achievements are celebrated including those outside of school.

### Mutual Respect

Mutual respect is a key element of our Mission Statement which pupils, parents, staff and governors were fully involved in developing. It is deeply embedded in all that we do as a school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, however big or small. Pupils learn that their behaviour has an effect on their own rights and an impact on others. This value is woven into our assemblies as well as through the everyday curriculum planning. Children also take ownership of classroom rules at the start of each academic year.

The core value of respect at Sunnymede Junior School underpins our work every day both in and out of the classroom. For example, at competitive events, our pupils are expected to shake hands with opposing teams.

In class, pupils often take part in collaborative work where they have to work closely with others. In these situations, they listen, consider and respect each other's opinions. They also take part in debates where they have to promote their ideas. However, they must consider others' feelings also.

### Tolerance of those of Different Faiths and Beliefs

We place a strong emphasis on celebrating diversity in all its forms. Our broad and balanced RE curriculum enables pupils to learn about and respect the beliefs of those from different religions. Learning about other beliefs and religions is further embedded through our assembly plan. In R.E, children learn about different religions, their beliefs, their places of worship and key festivals. Our curriculum actively plans for pupils to visit religious buildings to enhance their understanding of different faiths and beliefs through first-hand experiences. These include trips to a Hindu temple, a Sikh Gurdwara and the local Christian church. Members of different faiths or religions also visit our school and share their knowledge to enhance learning within classes and the school. School Ministries regularly carry out Christian based workshops.

We celebrate the similarities and differences between each other. Assemblies and discussions involving prejudices and prejudice-based bullying are delivered and supported by learning in RE and PSHE. Pupils also take part in Anti-Bullying Week where they take part in a range of activities linked to the theme. Our pupils, staff and our community members are expected to be aware of, and actively discourage sexual, racial, gender or disability discrimination, both in school and the wider world. We celebrate the positive contributions that all people can make to our school and global community.

At Sunnymede Junior School, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

We have recently made links with Asamang Roman Catholic School in Ghana. During Ghana Day, which takes place termly, the whole school focuses on the similarities and differences between Britain and Ghana. Beliefs, traditions and customs are studied and, through this, our pupils gain an enhanced understanding of their place in a culturally diverse society.

## Jigsaw PSHE Programme

At Sunnymede, we use the Jigsaw PSHE programme, bringing together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. It is a whole school approach, which provides a comprehensive scheme of learning across the school. Jigsaw holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world.

**Jigsaw PSHE and SMSC :** Jigsaw understands that SMSC development is imperative for children’s development. SMSC is mapped across each unit of work (puzzle) and across each year group to ensure balanced coverage. Every Jigsaw lesson contributes to this target and the SMSC symbol clearly indicates which elements are enhanced in each lesson.



### Jigsaw PSHE and British Values

Jigsaw contributes significantly to the promotion of British Values, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 British Values are mapped across every unit of work (puzzle) and every lesson (piece). These strands are clearly displayed in the planning of each lesson for teachers.



Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
EYF	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
EYF	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓



Further examples of the curriculum and how it meets SMSC and British Values can be found at <http://www.jigsawpshe.com/british-values/>

### **The six puzzles and what children will learn**

The Jigsaw programme brings together the requirements of SMSC, PHSE, SRE and the promotion of British Values into one coherent scheme of work.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Each puzzle begins with a whole school assembly to introduce it.

<b>Puzzle Theme</b>	<b>This unit...</b>
<b>Autumn 1:</b> Being Me in My World	covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.
<b>Autumn 2:</b> Celebrating Difference (including anti-bullying)	focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.
<b>Spring 1:</b> Dreams and Goals	aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.
<b>Spring 2:</b> Healthy Me	covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic
<b>Summer 1:</b> Relationships	has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

<b>Summer 2:</b> Changing Me (including Sex Education)	deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty. See Sex and Relationship Policy for further information
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### **.Mindfulness**

The Jigsaw Approach is underpinned by mindfulness. Mindfulness is being able to **observe your own thoughts and feelings** as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings and through both taught lessons and the **Calm Me time** exercises (using the Jigsaw **chime**), helping to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as **emotions are regulated, behaviour managed and calmness generated.**