

# WREN PARK PRIMARY SCHOOL



## Spiritual, Moral, Social and Cultural Policy (Including British Values)

Policy Name:	Spiritual, Moral, Social and Cultural Policy (Including British Values) September 2024	
Frequency of Review:	Three Yearly (or sooner if required)	
Review Dates:	Summary of Key Changes (introduced from policy reviews after Jan 22)	Ratified By: ✓ FGB/ Committee / Other

Next scheduled review: September 2027

## **Definitions**

### **Spiritual Development**

*Pupils' spiritual development is shown by their:*

- *beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences*

### **Moral Development**

*Pupils' moral development is shown by their:*

- *ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives*
- *understanding of the consequences of their actions*
- *interest in investigating, and offering reasoned views about, moral and ethical issues.*

### **Social Development**

*Pupils' social development is shown by their:*

- *use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds*
- *willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively*
  - *interest in, and understanding of, the way communities and societies function at a variety of levels.*

### **Cultural**

*Pupils' cultural development is shown by their:*

- *understanding and appreciation of the wide range of cultural influences that have shaped their own heritage*
- *willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities*
- *interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.*

### **Aims**

*At Wren Park Primary School, we aim to develop successful, fulfilled young people, well skilled, with enquiring minds and positive, responsible attitudes. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. Wren Park Primary School will help our pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' -they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum.*

*The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Children should understand their rights and accept their responsibilities and the need to respect the rights of others.*

### **Fundamental British Values**

*The provision of SMSC at Wren Park Primary School meets requirements of section 78 of the Education Act 2002 by preparing pupils at the academies for the opportunities, responsibilities and experiences of later life. Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted.*

*SMSC provision at Wren Park will:*

- 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 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*
- 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 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*
  - an understanding of the importance of identifying and combating discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.*

## **What are the British Values?**

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs

These values are complimented by and contributing to our school values of:

***“RESPECTFUL, AMBITIOUS, RESILIENT”***

### **Democracy**

Our school council / parliament is an excellent representation of democracy at a school level. Children are elected to represent the pupil voice and through school and Eco- council. Council leaders meet with members of the SLT to discuss improvements and how staff, students and the community can work together. On occasions other “working parties” perform roles which involve pupil voice and the principles of democracy. They understand the electoral system, voting and the idea of consensus. The school Council have established links to decision making at governor level on certain issues and areas of focus.

### **The Rule of Law**

Everybody is subject to laws and rules. Wren Park is no different. What is essential for children is that they understand why there are laws and rules. Linking with respect and inclusion rules provide the basic expectations everyone should meet. Rules both written and unwritten are understood as being essential for the safety, security, fairness and well-being. Consequences of not following rules are known and understood. Where rules break down or are not followed reflection, consequences and improvements are considered as essential areas for continual improvement. The Behaviour Policy reminds children that breaking rules may have an impact upon others and consequences for themselves.

### **Individual Liberty**

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety, assemblies. Whether it be through choice of challenge within the curriculum, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Also, through the curriculum students learn to understand the importance of liberty e.g. in History about Civil Rights, Slavery and the Suffragette Movement. Also, in RE students learn about religious freedoms in the UK. In PSHE children learn about their rights and responsibilities under laws such as Health & Safety, Freedom of Information, Copyright and Consumer Protection Act.

### **Mutual Respect**

Wren Park children are encouraged and expected to respect each others views and the views of others. This is achieved through education. Assemblies, PSHE, special curriculum days, learning through subjects and extracurricular activities and trips all contribute to an understanding and respect of others.

### **Inclusion of those with different faiths or beliefs**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies, Citizenship Days and our curriculum is designed to develop inclusion and understanding of those with different cultures, beliefs and faiths. During whole school assemblies we will cover Christian values such as respect, hope, forgiveness and we will teach about other faiths throughout the year. We use opportunities to celebrate differences and similarities between faiths and values and use our “pupil

body” and community experts to help teach about faith. We follow the Derby City and Derbyshire agreed Religious Education syllabus.

During children’s time at Wren Park there will be opportunities to visit other faith’s places of worship including Church, Mosque, Temple or Open Centre and guest speakers will be invited to talk to the children and discuss what their faith means to them. A number of charities are supported by the school, both locally, nationally and globally, these are chosen regardless of faith or belief. Any incident of prejudice including those which are based on faith or belief are treated seriously and in accordance with school behaviour and Anti-Bullying policy. They will be recorded on school records and individual pupil records. Any trends of concern will be monitored by SLT and school governors. Any community tensions will be shared with relevant services including with the Prevent Officer for East Midlands.

### **British Values- Practically**

**What does promoting British values actually involve and how do we meet this requirement?  
Some examples.**

#### **Democracy**

Let children know their views count and encourage everyone to value each other’s opinions and values. You can help demonstrate democracy in action, for example, by letting children share views on what activity should come next with a show of hands.

Provide activities that involve turn-taking, sharing and collaboration

Give children opportunities to develop enquiring minds by creating an atmosphere at your setting where all questions are valued

#### **Rule of Law**

Ensure that children understand their own and others’ behaviour and its consequences, helping them to distinguish right from wrong

Work with children to create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and also ensuring children understand that the rules apply to everyone

#### **Individual liberty**

Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing children to take risks on an obstacle course and talking about their experiences and learning

Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions

#### **Mutual respect and tolerance**

Encourage and explain to children about the importance of tolerant behaviours, such as sharing and respecting each other’s opinions

Promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children’s experiences

Provide resources and activities that challenge gender, cultural and racial stereotyping

Create an ethos of inclusivity and tolerance at your setting where views, faiths, cultures and races are valued

Arrange visits whereby children can engage with the wider community

Encourage children to acquire a tolerance, appreciation and respect for their own and other cultures by discussing with children the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions

Share and discuss practices, celebrations and experiences

#### **How do we teach it?**

British Values and school values are taught as part of our planned curriculum and incidentally when opportunities arise such as current news stories, calendar events, tensions or events with school or local community. Our curriculum subjects of PSHE, RSE, Science, History, Geography, Art,

Computing lend themselves well to the promotion of British values along with our teaching of Protected Characteristics, Equality and Diversity and E: Safety.

### **Specific Lessons - Scheme of work**

Please see the scheme of work on our website on the British Values webpage or alternatively please click here. [British Values - Scheme of work](#)

This scheme of work provides lesson resources across the Primary age range to support children to develop age appropriate, meaningful understanding of the themes of democracy, individual liberty, rule of law and mutual respect. We are basing this scheme on the work of “The Linking Network”.

### **Anti-Racism Week**

As part of our commitment to promoting British Values and fostering an inclusive, respectful environment, we will hold an annual Anti-Racism Week during the summer term. Anti-racism involves actively identifying and opposing racism by promoting equality, fairness individuals, regardless of their background. It is vital that children are taught about anti-racism to help them understand the value of diversity, celebrate differences, and develop into compassionate, socially aware citizens. Throughout the week, each year group will explore a particular focus area—such as the impact of racism on individuals or communities, or the experiences of specific ethnic groups. The week will follow a structured plan: Day 1 will focus on celebrating differences; Day 2 on understanding what is unfair; Day 3 on recognising and challenging racism; Day 4 on hearing the voices of change; and Day 5 on taking action. Teachers have collaboratively planned this enrichment week through staff and planning meetings, embedding cross-curricular links using a wide range of resources, including literature, food, outdoor learning, and visits from guest speakers. Guest speakers will engage both pupils and staff, with staff receiving additional CPD opportunities. All staff are expected to be familiar with the school’s anti-bullying policy and approach the week with sensitivity—being mindful of language, stereotypes and unconscious bias. This week will draw on our existing work through British Values, Picture News and teaching on protected characteristics, reinforcing the school's ongoing commitment to challenging negative behaviours and attitudes while celebrating the rich diversity within our world, country and community.

### **Picture News**

We have also teamed up with Picture News to help develop children’s critical literacy skills, their understanding and appreciation of the news.

Every Tuesday, each year group in their class will have a class assembly to talk about the current news headlines and keep children informed about what is happening in the world. Children will look at a current news story, images, watch a useful video and have a thought-provoking question to discuss, along with a variety of teaching resources.

Picture News links the current affairs directly to British Values. This allows British Values to be taught in a meaningful and relevant way. Children have a good understanding of British Values and understand how they intertwine with their personal values and our school values - RESPECTFUL - AMBITIOUS - RESILIENT

### **Planning**

*SMSC permeates the entire curriculum please see our Appendix A at the bottom of the page, also see our long term plans and SMSC overview available on our website [Personal Development - SMSC](#).*

*Teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE and RE activities.*

## **Spiritual Development**

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

*Examples of experiences commonly regarded as spiritual include:*

- *Curiosity and mystery*
  - *Awe and wonder*
  - *Connection and belonging*
  - *Heightened self-awareness*
  - *Prayer and worship*
  - *Deep feelings of what is believed to be ultimately important*
  - *A sense of security, well-being, worth and purposefulness*
- The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, for example, when listening to music, discussing the care needed for animals, exercising empathy or creativity, discussing how we live, contemplating the future, etc.*

## **Moral Development**

*At Wren Park Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:*

- *Distinguishing right from wrong, based on knowledge of the moral codes of their own and other cultures*
- *Developing an ability to think through the consequences of their own and others' actions*
- *Having an ability to make responsible and reasoned judgments*
- *Ensuring a commitment to personal values*
- *Having respect for others' needs, interests and feelings, as well as their own*
- *Developing a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience*

*Our school develops pupil moral development by:*

- *Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school*
- *Promoting racial, religious and other forms of equality*
- *Giving pupils opportunities across the curriculum to explore and develop moral concepts and values -for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong*
- *Developing an open and safe learning environment in which pupils can express their views and practice moral decision making*
- *Rewarding expressions of moral insights and good behaviour*
- *Recognising and respecting the codes and morals of the different cultures represented in the school and wider community*
- *Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.*

Teachers always discuss with their classes a code of conduct for the classroom based on

the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through assemblies, circle time, PSHE, RE and the wider curriculum. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praising both academic and social achievements.

### **Social Development**

*At Wren Park Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:*

- *Adjust to a range of social contexts by appropriate and sensitive behaviour*
- *Relate well to other people's social skills and personal qualities*
- *Work successfully, as a member of a group or team*
- *Share views and opinions with others*
- *Resolve conflicts maturely and appropriately*
- *Reflect on their own contribution to society*
- *Show respect for people, living things, property and the environment*
- *Exercise responsibility*
- *Understand how societies function and are organized in structures such as the family and the school.*

*Our school develops pupil social development by:*

- *Identifying key values and principles on which school and community life is based*
- *Fostering a sense of community with common, inclusive values*
- *Promoting racial, religious and other forms of equality*
- *Encouraging pupils to work co-operatively*
- *Encouraging pupils to recognise and respect social differences and similarities*
- *Providing positive experiences to reinforce our values as a school community - for example, through assemblies, team building activities, residential experiences, school productions*
- *Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs*
- *Providing opportunities for engaging in the democratic process and participating in community life. Providing opportunities for pupils to exercise leadership and responsibility*
- *Providing positive and effective links with the world of work and the wider community*
- *Monitoring in simple, pragmatic ways, the success of what is provided*

### **Cultural Development**

*Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:*

- *An ability to reflect on important questions of meaning and identity*
- *An interest in exploring the relationship between human beings and the environment*

*Our school develops pupils' cultural development by:*

- *Extending pupils' knowledge and use of cultural imagery and language*
- *Encouraging them to think about special events in life and how they are celebrated*
- *Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging*

*pupils to reflection their significance*

- *Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits*
- *Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, Geography and School Council.*

### **Pupil Voice**

*The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. Pupil voice will be used to determine how effective the aims of this policy are being met at Wren Park Primary School.*

### **Responsibilities**

*It is the responsibility of:*

- *The Local Governing Body, the Headteacher, Senior Leadership Team, Teaching and Non- Teaching staff to be aware of this policy and implement it accordingly.*
- *The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.*
- *Staff to support and uphold the policy*
- *Parents/carers to support their children and work in partnership with the school*
- *Pupils to abide by the policy.*

### **Monitoring & Review, Policy into Practice**

*The Headteacher will report on a regular basis any instances of serious bullying to the Local Governing Body together with outcomes. The Senior Leadership Team and subject leaders will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.*

Appendix 1 Opportunities for the development of SMSC across the school day and curriculum

<i>Opportunities through</i>	<i>Spiritual</i>	<i>Moral</i>	<i>Social</i>	<i>Cultural</i>
<i>Assemblies</i>	<i>Reflection on their own beliefs and values, and those of others</i>	<i>Influence of values on behaviour</i>	<i>Celebrating together</i>	<i>Celebration of own and others' religious and cultural traditions</i>
<i>Management of behaviour</i>	<i>Sense of well-being in a secure and fair environment</i>	<i>Recognition of difference between right and wrong</i>	<i>Living together in the school community</i>	<i>Recognising the culture of their school community</i>
<i>Class and school rules</i>	<i>Learning respect for themselves and others and that holding values matters</i>	<i>Living by the rules for the benefit of each other</i>	<i>Fostering good relationships and respect for property</i>	<i>Communities need values and rules for living together</i>
<i>Rewards</i>	<i>Sense of being appreciated</i>	<i>Positive actions and behaviour are rewarded</i>	<i>Recognising the worth and achievement of others</i>	<i>Reinforcement of the cultural values of the community</i>
<i>Equal opportunities</i>	<i>Values of mutual respect, equality and worth. Good relationships. Sense of being included.</i>	<i>Recognising values and beliefs that may be different from their own. Challenging prejudice and stereotyping.</i>	<i>Diversity in society. Challenging discrimination. Equal opportunities for all.</i>	<i>Richness and diversity of cultures</i>
<i>Community links including charity</i>	<i>Being involved, participating and playing a part</i>	<i>Recognition of the needs of others</i>	<i>Working together</i>	<i>Insight into one's own and other cultures</i>
<i>Extracurricular activities and visits/visitors</i>	<i>Sense of achievement and enjoyment when pursuing an interest, talent or skill</i>	<i>Channelling interests, talents or skills positively</i>	<i>Team work, meeting others, working with interest group</i>	<i>Extending interests, talents and cultural pursuits</i>
<i>Positions of Responsibilities e.g. School Council, Prefects, Wren Park Rangers etc.</i>	<i>Views and values recognised</i>	<i>Making decisions</i>	<i>Representation and democracy</i>	<i>Belonging playing a part in school life, community life</i>
<i>Preparation for adult life</i>	<i>Personal skills Self-worth Self-expression Knowing oneself Inspiration</i>	<i>Right and wrong behaviour Actions have consequences Responsibility and roles Care for the environment s a moral imperative</i>	<i>Social skills Being a good citizen Democratic process A better society/ environment Working together in groups and teams</i>	<i>Appreciation of environment, art, music and literature Aesthetic and creative qualities</i>