

## **Horton Kirby Church Of England Primary School**

### **Spiritual, Moral, Social and Cultural Education**

#### **Spiritual**

Spiritual education enables children to explore their own beliefs and religion, as well as experiencing and understanding other faiths and values. Children should engage in learning about their own lives and interests, as well as developing their respect for other faiths and ways of life. Through reflection, imagination, creativity and enjoyment, children will develop their sense of identity and self-awareness; understanding their values and attitudes as whole. This is what we consider to be the attributes of a 'Horton Kirby pupil. Our curriculum follows the Oxfam Global Themes, gives children a range of opportunities to learn about the world around them and to reflect on the part they have to play in society.

#### **Opportunities for Spiritual Education:**

- Oxfam Global Themes (Human Rights, Sustainability, Globalisation and Interdependence, Identity and Diversity, Power and Governance, Social Justice and Equity)
- Regular opportunities to share personal experiences- Show and Tell, Circle Time
- Positive behaviour management to develop self-worth
- Mental health awareness and our PSHE curriculum through the Jigsaw curriculum
- 'Big Brain' and Growth Mindset
- Nurture class to develop positive attitudes
- Recognising and celebrating religious celebrations- Christmas, Eid, Remembrance, Harvest, Diwali
- Our RE Curriculum
- Understanding other cultures and religions in our local area
- Building Bridges
- Leading Lights lead take an active role in worship
- Reflection Time in assembly- Collective Worship
- Visitors of different faiths
- Christian Life assemblies
- Posters and prompts around school to develop our shared spiritual ethos
- Advent Assembly and Singing Assembly
- Celebration Assembly and Class Assemblies
- Visits to the Church and visits from our Vicar
- Visit to a Mosque
- Visit to a Gudwara

- Enrichment opportunities through our Culture Capital activities e.g. Football, Dance, Art, Fishing, Bikeability
- Residential Visits (Bowles)
- School Council
- Supporting Charities and events e.g Eleanor, Macmillian, Red Nose Days, Remembrance Days Children in Need
- Community links e.g. Care Home visits

### Moral

Moral education enables children to recognise and understand what is right and wrong and apply this knowledge into their own lives. Children should be able to follow rules and understand the consequences of their behaviour and actions, leading to an awareness and respect for the laws in society. Through moral education, children should investigate, reflect upon, and question moral and ethical issues, as well as appreciating the viewpoints of others. The seven Oxfam Global themes allow children to understand others, have empathy and understand that they have to be responsible citizens.

### Opportunities for Moral Education:

- PSHE-Circle Time
- Behaviour Policy
- School Council Vice
- Pupil
- Class rewards systems
- House Points, Class Dojos
- Positive Role Models- Year 6 Buddies/Helpers
- Global Issues- Assemblies and Curriculum
- Whole School Rules/Ethos- respecting others and the environment
- Developing empathy through the curriculum
- Respecting other religions, cultures, faiths, sexuality, ages, genders through our curriculum, including PSHE
- Developing teamwork and fair play through PE and group games
- Listening to others- Circle Time, Talking Partners
- Children make decisions for the school e.g. part of the interview process for our head teacher
- Anti-Bullying Alliance
- Adam's Champions and 'Every Action has a Consequence'
- Charity days and fundraising e.g. Children in Need, Red Nose Day, etc
- Team games, Sports Day, Sports Clubs
- Visits from the police, fire, school nurse, paramedics

- Community Cohesion e.g. Building Bridges
- UK Parliament visits and Town Hall Visits

### Social

Social Education enables children to cooperate and work effectively with others in school, in the wider community and in society as a whole. Children should have the qualities to engage positively with others from different ethnic, religious and socio-economic backgrounds. We encourage children to have the desire and skills to become a successful citizen, through developing understanding for others, conflict resolution and by volunteering in the community. Embedding the fundamental British Values ensures that children are prepared for life in modern Britain through understanding 'Democracy', 'The Rule of Law', 'Individual Liberty', 'Mutual Respect' and 'Tolerance of those of Different Faiths and Beliefs'.

### Opportunities for Social Education:

- Encourage peer working across the curriculum, Talk Partners and Kagan Strategies
- House Points and Class Dojo
- Team games- Sports Clubs, Swimming gala
- Whole school celebrations
- Extra- curricular and enrichment activities
- Community Cohesion (Building Bridges) and EYFS links
- Promoting good role models around school
- Anti- Bullying Ambassador
- School Council
- Pupil Parliament
- Staff modelling positive behaviour and respect for others
- Our PSHE curriculum and Circle Time
- Year 6 Buddies and Monitors
- Children in Need, Red Nose Day and other charity events
- Caring in the community- EYFS visits
- Carol singing to the elderly
- Parents' Days and drop-in sessions
- Fantastic Finishes

### Cultural

Cultural education enables children to understand and experience their own and other cultures. Through exploring the cultures in Britain and those within the local area in which they live, children have the knowledge and understanding of the history, cultures and values that have shaped Britain today. This equips children with the appreciation and respect for

others in their journey into a diverse society. Children should be willing to enjoy and experience the celebration of other faiths, learning tolerance for the religions in the community in which they live.

#### Opportunities for Cultural Education:

- Our Oxfam Global Theme curriculum and cross-curricular links
- Our RE Curriculum with first-hand experiences and artefacts
- Visitors from those of different faiths e.g. Judaism, Islam
- Multi-faith displays
- Church Visits
- Visits from Sue
- Building Bridges
- Stories from other cultures
- New Life Christian Assemblies
- Harvest Celebrations- assembly and songs
- Nativity- Christmas Productions
- Carol Singing
- Easter Celebrations and Assemblies
- Mother's Day and Father's Day breakfasts
- Multi- cultural resources, topics and festivals
- MFL- French
- Music from other cultures

#### Teaching British Values

The DfE (Nov 2014) have outlined the need for 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.'*

This is achieved at Horton Kirby through:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence;
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Fostering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encouraging respect for other people;
- Encouraging respect for democracy and laws in Britain.

### Democracy

We are very proud of our Pupil Parliament, where children have had the opportunity to visit London and chair discussions with other children about current issues. Our School parliament members are elected through a democratic vote and meet each week to discuss relevant issues in school, fundraising events and have even been part of interviewing new members of staff. Pupils also have half termly discussions in the form of pupil interviews to have a voice in school regarding the curriculum. Children are central to their reward system, where they choose how they would like to celebrate their successes, such as deciding on their House Point celebrations.

### The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are central to school life at Park. They are reinforced on a daily basis by staff and children, through behaviour management and collective worship. Children are taught from Reception the reasons for our rules, values and expectations, which are embedded into our daily lives. Children are aware of their own responsibility in managing these rules and the consequences if these rules are broken. These are founded in the laws of Britain and provide children with the values for life outside school. We have regular visits from the Police, Fire Service and Christian settings to reinforce these values. Leading Lights and Class ambassadors are key in helping children to understand rules and laws in our school and society as a whole.

### **Individual Liberty**

At Horton Kirby Church of England Primary School, our children are encouraged from an early age to think about their choices in school and in life. Through providing a safe and supportive environment, where all views are valued and respected, as well as an empowering education, children are able to make informed choices. Our Online Safety and PSHE lessons encourage children to exercise their rights for personal freedom. They are given the freedom to exercise these rights through engaging in self-chosen activities and school clubs, such as Circle time, and also in our Assessment for Learning strategies, where all children are encouraged to have a voice.

### **Mutual Respect**

Mutual respect is at the heart of our school ethos and we pride ourselves on our caring and nurturing environment. Children learn that their behaviours have an effect on their own rights and the rights of others. Our school rules, assemblies and posters around school encourage respect for others. This is also reinforced by our Behaviour Policy. Our Class Dojos and House Points encourage children to celebrate in the successes of others.

### **Tolerance of those of Different Faiths and Beliefs**

We celebrate diversity through actively promoting other cultures and faiths. Our RE lessons and PSHE lessons reinforce this message of tolerance. We study a wide variety of religions and enjoy multicultural days throughout the school year. Children and staff are encouraged to share their faiths and beliefs within class and we visit places of worship and experience visitors of different faiths.

Our SMSC books are used for Year 2 to Year 6 children to record their SMSC and British Values work, as well as the PSHE class Books. They are monitored termly by the SMSC Lead and the PSHE Lead Mrs Holden.

### **Teaching and Learning**

SMSC is embedded into our ethos and our curriculum. Teachers include a British Value to be a focus for each half-term in their planning. The links to each British Value are carefully selected to provide first-hand experiences for children, so that they can understand each British Value in context and for a purpose.

Children record their understanding of each British Value in SMSC books, which can either be a discrete lesson, a cross-curricular lesson, or a visitor or visit. In EYFS, teachers record comments in our PSHE books. Each class has a dedicated SMSC and British Value area in their classrooms, which display child-friendly language to aid discussions and understanding.

### **Assessment**

We have a colour-coded system where both children and staff keep a log of any reference to SMSC or British Values in books. This encourages children to have discussions and gain an understanding of how SMSC and British Values apply to them and their learning.

As a school, we use 'Maestro' to log any links to SMSC and British Values, not just in lessons, but across all activities, enrichment opportunities and events.

### **Monitoring**

The subject lead monitors Maestro on a half-termly basis and monitors assessment through pupil interviews, learning environment walks, planning monitoring and SMSC book monitoring. This is also done in partnership with the SLT in school and also shared with governors through subject leader reports.

**Reviewed: January 2022    Next Review Date: January 2024**

**Mr R Spackman**