



POLICY FOR SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT (SMSCD) including BRITISH VALUES (HUMAN VALUES)

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT including BRITISH VALUES at Beeston Rylands School
- **IT WAS DEVELOPED** in 2015 through a process of consultation with teaching staff and governors.
- IT WILL BE continuously reviewed, updated and approved by the Governing Body, Headteacher and staff
- This policy will be REVIEWED ANNUALLY

Date of review	Autumn 2017	Autumn 2018	Autumn 2019
Signed			

Promoting Human Values at Rylands Junior School

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools. (Here at Rylands we consider these as “Human Values”)

At Rylands Junior School we take very seriously our responsibility to prepare children for life in modern Britain. We value the ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country. We actively promote the spiritual, moral, social and cultural (SMSC) development of our pupils and, through ensuring this SMSC development, fundamental Human Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts. Our cross curricular approach provides excellent opportunities to deepen and develop understanding developing the spiritual, moral, social and cultural education of our children. The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and Residential experiences.

At Rylands, we value the voice of the child and promote democratic processes such as our school and eco councils whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.

Children are given responsibility to lead other children in games and activities so that they are fully involved in all aspects of school life. For instance, our older children are play leaders and help to promote our core values. We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour.

Fundamental Human Values

Mutual Respect and the Tolerance of those with different Faiths and Beliefs

At Rylands we have three key messages which are introduced to the pupils as they begin their learning journey in school. These are known as the “Rylands Way” and are: ‘Follow instructions with thought and care’, ‘Show good manners at all times’ and ‘Care for everyone and everything’. The Rylands Way is at the centre of everything we do, with pupils being encouraged to use it as a guide for how they behave and treat people.

Children are encouraged to work together effectively and treat each other with respect in a number of ways –

1. Paired and group work across the curriculum (This includes peer and group assessment of work)
2. Sharing, valuing, discussing and acting on ideas through the School Council
3. We provide a nurturing environment in which all children are encouraged to express themselves and fulfil their potential. Where necessary, we provide additional support for children through drama and play therapy, Think Children and an informal lunch time club where children can seek advice and support but also reflect on their behaviour.
4. Our children all take part in a strong programme of lunchtime and after school activities which insist on this core value for successful participation. We have teams which compete in a range of activities from dance to tag rugby.
5. Regular assemblies focus on looking at your own needs but also considering the needs of others.

The School Behaviour Policy is very clear on the need for each child to respect the needs of others.

Our RE and PSHE curriculums allow pupils the chance to learn about how different people live in different cultures. The aim is to develop tolerance and understanding of others, respect and how they live and the life choices each group make by challenging stereotypes. We also supplement this with work on different religions and comparing them to the Christian religion. Pupils look at how children and adults live and draw out similarities and differences to their own lives.

Current topics which have supported this are: Family and Community, Beliefs and Questions, Symbols and Religious Expression, Inspirational People, Respecting the environment and Responding to Human Rights and Jewish Life.

Our Equalities Policy ensures that people of all religious beliefs, genders, ethnicities, abilities or any other differences are offered the same opportunities to thrive at our school.

Learning about traditions around the world where some of our children have moved from, help to develop children’s experiences and understanding of other countries and their traditions, cultures and beliefs. In assemblies this religious tolerance is strengthened through the celebration of different religious festivals such as Chinese New Year, Diwali, Buddhism and Christian celebrations. Stories are shared or personal experiences of either the staff or children are spoken about in order to develop a greater depth of understanding of religious identities.

Statement	Evidence	Impact
<p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the</p>	<p>Collective Worship</p> <p>RE curriculum RE planning and workbooks</p>	<p>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> <p>Children’s behaviour demonstrates their good</p>

<p>world and its people; and the environment</p> <p>Equality is at the heart of the school and we actively encourage the children to challenge stereotypes</p> <p>The school celebrates the success of all learners in a number of ways and regularly stresses the qualities of those which have led them to their success</p>	<p>Learning Walks for behaviour</p> <p>PSHE curriculum, assemblies, extra-curricular activities and enrichment work/ visits</p> <p>Star Assemblies and a range of rewards which we invite parents to attend and which are displayed around school. The achievement of boys and girls in each subject is monitored.</p>	<p>understanding of this value in action</p> <p>Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves</p> <p>Participation of all pupils, regardless of gender for example, boys to participate in dance and girls to play football and rugby.</p> <p>To track any discrepancies and put support in place where it is required.</p>
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Democracy

We have a School Council where two Class Council representatives from each class are elected to participate in Council meetings. These meetings provide a way for children’s voices to be heard and for their opinions to influence important decisions made in the school. Class council representatives, in turn, hold Class Council meetings where their peers can discuss key elements of school life including those issues they wish to be raised in School Council meetings. The children are taught about how adults elect councils and members of parliament in order to represent their interests and give them a voice. In the same way, through assemblies and our PSHE curriculum we discuss the theme of pupil voice and what they would like to see in the school. There are numerous opportunities that are provided for the children to exercise a vote whether it is a class reward or who should be awarded the weekly respect award in Star assembly. Staff actively discuss and explore the democratic process.

The children’s opinions are vital. We assess this through pupil surveys, for example on entry to Year 3 and the feedback from this is shared with the whole school community and is also used for planning in the next academic year.

We actively teach children about their rights and responsibilities as British Citizens; both on a national level and also a global level. This is underpinned by school assemblies that often look at issues surrounding human rights across the globe.

We share examples of stories linked to democracy, discussing the challenges faced around the world and in history; for example, looking at ‘equality’ linked to man-made disasters such as Hiroshima and The Holocaust and the effects these atrocities still have on the world today.

All children are actively encouraged to participate in class discussion and in their learning and also to support and respect sacrifices made by others. EG By observing a minutes silence and representing the school in the local community on Remembrance Sunday

Statement	Evidence	Impact
<p>The children at Rylands see democracy as being an essential component of successful team work.</p>	<p>The establishment of a new School Council each year models the democratic process</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.</p>

	Yr. 6 voting for end of the year awards	Children are able to use the language of respect
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Rule of Law (Rights and responsibilities)

Children and parents sign home/school and E-safety agreements upon entering Rylands that sets out the expectations for pupils’ learning and behaviour. These commitments mirror the expectations set by society and function as a set of rules to enable positive participation in school life. Our Behaviour policy helps to ensure that children understand how to behave in a positive way which helps to create a good learning environment and our reward system reinforces this. At the beginning of each Academic Year, each class devises a class charter which outlines mutually agreed expectations for all to adhere to.

By encouraging children to take responsibility for their own choices, we are promoting the ownership of behaviour and adherence to the rule of law in wider society.

In year 6, children are taught how to safely ride a cycle, ensuring that they follow the rules of the road; Road and personal Safety is reiterated and instilled in all year groups through appropriate assemblies. Peer Supporters speak restoratively with other children, encouraging them to solve problems positively. They also understand that if someone is being bullied then they should report this to an adult to make sure that our school rules are being maintained. A series of planned in Anti-Bullying activities coincide with Anti-Bullying week each November. Children are taught about laws in connection to the Computing curriculum; for example, children learn about copy write and plagiarism. Year 5 & 6 children learn about aspects of Drug Education ensuring an understanding not only of the health implications of drug abuse but the legalities surrounding it too.

Statement	Evidence	Impact
The children familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles	Class Rules/ School Rules/Learning Behaviours	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these
Children are used to debating and discussing laws/rules and their application.	School Values	Children all know that they have a right but that with a right comes a responsibility
	Lessons on the role of law and parliament School Council meetings	They are able to discuss and debate issues in relation to these
	Collective Worship	
	RE planning and work books	

Individual Liberty (Freedom)

Children’s achievements are celebrated in assemblies to instil in them a sense of worth and create ambitious pupils who believe in themselves and their self-worth.

Children are taught about making ‘good’ choices and have a full understanding that they are the ones that make choices about how they act, whether those choices are well made or not.

In Year 6 children take on jobs that help to make the school function well. They apply for the roles such as “Prefects” and so freely choose the way they will contribute to our community. Children also participate in groups that help to develop them as citizens. For example, the school Eco Council helps the school to improve its environment. Individual freedoms are respected for example respecting different family models is essential to ensure that all individuals can come to school free from prejudice.

Whether it be through choice of challenge, of how they record, of participation in extra-curricular clubs and opportunities; pupils are given the freedom to make choices.

Statement	Evidence	Impact
<p>Our teaching and learning places emphasis on the right to have our own thoughts and evidence based views promoting self-respect and self-worth</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves</p>	<p>Children are able to show independence in learning and to think for themselves</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action</p>

The Prevent Duty

As a school we have ensured that all our staff and governors have undergone training in spotting any signs of radicalisation or extremism and so they understand what the Prevent Duty means in practice. As training and best practice are developed we continue to update our policies and procedures.

OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT including BRITISH VALUES

- TEACHING AND LEARNING POLICY
- EQUAL OPPORTUNITIES POLICY
- EQUALITY POLICY
- BEHAVIOUR POLICY
- RACIST INCIDENT POLICY
- WHOLE SCHOOL CURRICULUM FRAMEWORK
- COLLECTIVE WORSHIP POLICY
- RE POLICY
- PSHCE POLICY