



CITIZENSHIP: SPIRITUAL, MORAL,
SOCIAL & CULTURAL DEVELOPMENT
POLICY
(including the promotion of British
Values)
2022



Rationale

In 2021/4, the DfE instructed all maintained Primary Schools to promote British Values through the SMSC (Spiritual, Moral, Social and Cultural) aspects of the Curriculum. As the British Values encapsulate what it is to be a good citizen of this school community as well as the wider community, Hazel Grove Primary School has combined the Citizenship and SMSC elements of the Curriculum and ethos of the school while actively promoting the British Values within this remit.

School Values Statement

At Hazel Grove Primary School everything we do and want for our pupils and schools community are rooted in our four core values:

- Kindness
- Honesty
- Responsibility
- Respect

Intent

At Hazel Grove Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in the children's ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE/Collective Worship, but the integrity and spirituality of pupils from other 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 expected behaviour, treating all people as unique and valuable individuals.

Pupils 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.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and



reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To ensure that British Values are frequently and purposefully promoted

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Be able to resolve disagreements.
- Show respect for the environment.
- Make informed and independent judgements.
- Morally reflect beyond their own immediate experience, to national and international issues.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- An awareness of moral issues as well as fostering a sense of responsibility and community values.

- Discuss and display expected standards of behaviour.
- Participate in enrichment and extension activities.
- Develop an international perspective through the school's active support of charitable organisations.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise different religions around the world and their cultural implications
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Be aware of, and celebrate cultural diversity.

Promoting British Values

Hazel Grove Primary School actively promotes the fundamental British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

In promoting children's spiritual, moral, social and cultural development, we are able to actively promote British Values in ways that are appropriate to primary school children.

Value	How we promote this value:
<p>Democracy Links to school values: Respect Kindness Honesty Responsibility UN CRC Article 12: <i>Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p>	<p>We have a democratically elected school council. This is used as an opportunity to promote and teach about democracy and the electoral process.</p> <ul style="list-style-type: none"> • We plan to arrange visits to council chambers and the Houses of Parliament • We encourage volunteerism in and out of school. This includes things like prefects, play leaders, Digital leaders, lunch helpers, reading buddies and also raising money for the local and national charities. • Democracy is also promoted through additional PSHE lessons, a focus on Growth mind-set principles and assemblies. • 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.
<p>The rule of law Links to school values: Respect Kindness Honesty Responsibility UN CRC Article 12: <i>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</i></p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as House Points and Behaviour Assemblies. • Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • The local police officer /PCSO visit the school, to talk to the children and explain about their role in society.

	<ul style="list-style-type: none"> • 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.
<p>Individual liberty Links to school values: Respect Kindness Honesty Responsibility UN CRC Article 31: <i>All children have a right to relax and play, and to join in a wide range of activities.</i> UN CRC Article 15: <i>Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i></p>	<ul style="list-style-type: none"> • 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. • Through our school values and PSHE programme, children are taught about personal responsibility, choices, measured risk, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, personal safety workshops including bespoke First Aid training for all our children, assemblies and outside organisations such as the NSPCC, Fire Service, Road Safety Team, Children's Safety Education Foundation, as well as through the PSHE curriculum.
<p>Mutual Respect Links to school values: Respect Kindness Honesty Responsibility UN CRC Article 2: <i>The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</i> UN CRC Article 30: <i>Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</i></p>	<ul style="list-style-type: none"> • We have high expectations of pupil conduct and this is reflected in our Behaviour Policy. • Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Mutual respect is also promoted through additional PSHE lessons and assemblies and our use of House Points. A range of specific assemblies are delivered focusing on helping other pupils to understand similarities and differences. • 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. • House Points given out for respectful behaviour are a visible indication of our values.
<p>Tolerance of different Faiths and beliefs Links to school values: Respect Kindness Honesty Responsibility UN CRC Article 14: <i>Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</i></p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our policies. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school. • This is supplemented by assemblies (Class and whole school), and through curriculum study which also marks and celebrates significant religious festivals. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • 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.



Implementation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. SMSC links are made with class learning 'experiences'.

Class discussions and circle time (this is a time when the class works together to discuss an issue or concern) will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- Links with local churches are fostered.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Impact

- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach.
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour.
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life.
- Because children have developed a good understanding of British Values, they make a positive contribution as responsible citizens.



Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans and teaching and learning, by senior management/head-teacher/governor.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship practice.
- Carrying out a regular self-review using School Improvement Tracker

Related Documents

RE (Religious Education) Policy

PSHCE policy (Personal, Social, Health, Citizenship Education)

Relationships including Sex Education Policy