

St. John's C.E. Primary School



St. John's Vision Statement

Shine like stars

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.'

Matthew 5:16

Policy: Spiritual, Morale, Social & Emotional Policy

Reviewed: June, 2021

Future Review: June, 2024

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Statement of Intent

At St John's School, the children and their learning are at the very heart of every decision made. This policy reflects our diverse mix of pupils and does not discriminate against any of the protected characteristics.

Through our SMSC programme we will help pupils to develop an inner discipline and will encourage them 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. They will want to be honest with themselves and with others. The Spiritual, Moral, Social and Cultural education of pupils at St. John's is cross-curricular and not limited to specific PSHE or RE lessons.

Vision Statement

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Aims

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to independence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

Signed by

_____ Headteacher Date : _____

_____ Chair of Governors Date : _____

1. Related Policies

- 1.1 Safeguarding Policy
- 1.2 Online-Safety Policy
- 1.3 Behaviour Policy
- 1.4 Anti-Bullying Policy
- 1.5 Health and Safety Policy
- 1.6 Special Educational Needs and Disability Policy
- 1.7 Supporting Pupils with Medical Needs Policy

2. Guiding Principles

2.1 Spiritual Development

2.1.1 The spiritual development of pupils is shown by their :

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

2.2 Moral Development

2.2.1 The moral development of pupils is shown by their :

- 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 of 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.

2.3 Social Development

2.3.1 The social development of pupils 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media safely.
- 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 should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to life in modern Britain. See appendix B '**PROMOTING BRITISH VALUES AS PART OF SMSC**'

2.4 Cultural Development

2.4.1 The cultural development of pupils is shown by their :

- Understanding and 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 the 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 and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3. Cross Curriculum Teaching and Learning

3.1 Development in SMSC will take place across all areas of the curriculum. See appendix A '**What does SMSC look like across the curriculum**'

3.2 SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health and Education (PSHE)

3.3 All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

3.4 In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to :

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

3.5 Many areas across the curriculum provide opportunities for pupils to :

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree
- Experience good role models
- Take turns and share equipment.
- Work co-operatively and collaboratively

3.6 Practical activities to develop SMSC include :

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres, e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.

4. Community Links

4.1 St. John's School tries to build strong links with the wider community.

4.2. In order to develop these links, the school reaches out to the community through the following activities:

- Fundraising activities
- Concerts in the church and school
- Services in St. John's Church
- Open mornings
- Class Collective Worship
- Visiting speakers etc
- Working with St. John's Church on the Bridge of Hope charity
- Global issues and initiatives
- Environmental issues
- School Council initiatives

5. SMSC matrix

Activities	Spiritual	Moral	Social	Cultural
Pre/after school clubs	X	X	X	X
Assemblies	X	X	X	X
Charity support	X	X	X	X
Competitions	X	X	X	X
Activities to celebrate diversity	X	X	X	X
Learning walks	X	X	X	X
Themed days/events	X	X	X	X
Trips and excursions	X	X	X	X
School council involvement	X	X	X	X
Eco-Committee involvement	X	X	X	X
Are all aspects of SMSC evident when pupils/staff move around the school?	X	X	X	X
Are all aspects of SMSC reflected in classroom/corridor displays?	X	X	X	X
Does the school website reflect a consistent approach to all aspects of SMSC?	X	X	X	X

6. Monitoring and evaluation

6.1 At St. John's School, we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including :

- Annual pupil questionnaire
- Pupil/teacher meetings
- Annual parents' questionnaire
- Parents' evenings/meetings
- Parents invited in to see lessons in operation/group activities.

6.2 SMSC provision is reviewed on a regular basis in the following ways :

- Monitoring of teaching and learning and work scrutiny by the SMT and class teachers, Headteacher and governors as part of our general monitoring.
- Half termly pupil progress meetings
- Cross moderation with other schools
- Regular discussions at staff and governors' meetings
- Regular policy audits
- Development of Religious Education, PSHE and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice

- Presentations by co-ordinator at governors' meetings

7. Promoting fundamental British values

7.1 Through the national curriculum, we will :

- Teach our pupils a broad and balanced international history
- Represent the cultures of all our pupils across the subject
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- Demonstrate the historical importance of the Commonwealth.

7.2 Through our Social, Moral, Spiritual and Cultural programme, we will :

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage 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.
- Enable pupils 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 pupils 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.

‘What does SMSC look like across the curriculum?’

SMSC Subject Statements

ENGLISH	MATHS
<p><u>Spiritual</u> English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre.</p>	<p><u>Spiritual</u> Maths supports pupils’ spiritual development by helping them to develop deep thinking and questioning the way in which the world works. Through maths children gain an appreciation of the richness and power of mathematics in our everyday lives.</p>
<p><u>Moral</u> English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.</p>	<p><u>Moral</u> Maths supports pupils’ moral development through discussion about mathematical understanding and challenging assumptions, supporting children to question information and data that they are presented with. Maths helps children to understand and use rigorous and logical argument and discourage jumping to conclusions when trying to determine the truth.</p>
<p><u>Social</u> English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p><u>Social</u> Maths supports pupils social development by promoting self-esteem and building self-confidence. Maths encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We provide events and team maths challenges for increased pupil involvement.</p>
<p><u>Cultural</u> English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>	<p><u>Cultural</u> Maths supports pupils cultural development by developing an appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world, e.g. Egyptian, Indian, Islamic, Greek and Turkish roots. Through maths we investigate and research cross cultural patterns – tessellation.</p>

SCIENCE	HISTORY
<p><u>Spiritual</u> Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.</p>	<p><u>Spiritual</u> History supports spiritual development by helping children develop a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and</p>

	used these objects. Pupils are encouraged to explore the role played by important individuals for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.
<p><u>Moral</u> Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral ethical issues that we cover in science including discussions about environmental and human issues.</p>	<p><u>Moral</u> History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>
<p><u>Social</u> Science supports social development by exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively.</p>	<p><u>Social</u> History supports social development by exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p>
<p><u>Cultural</u> Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.</p>	<p><u>Cultural</u> History supports cultural development by encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact of the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p>

GEOGRAPHY	ART
<p><u>Spiritual</u> Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.</p>	<p><u>Spiritual</u> Art supports spiritual development by introducing children to the work of great artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.</p>

<p><u>Moral</u> Geography supports moral development by looking at a range of moral issues such as how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.</p>	<p><u>Moral</u> Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through understanding how their comments can build up or destroy another's self-belief.</p>
<p><u>Social</u> Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.</p>	<p><u>Social</u> Art and Design supports social development because children are frequently required to work in pairs, groups or teams collaboratively. Children often work collaboratively requiring co-operation and communication linking to the values of trust and compassion.</p>
<p><u>Cultural</u> Geography supports cultural development by helping children to understand different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as Uganda and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.</p>	<p><u>Cultural</u> Art supports cultural development work by enabling children to study art involving various cultures and civilisations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own, how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.</p>

MUSIC	P.E.
<p><u>Spiritual</u> Music supports spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.</p>	<p><u>Spiritual</u> P.E. supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising, this leaves pupils amazed at the body's ability. Through dance and sports such as gymnastics, pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.</p>
<p><u>Moral</u> Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present</p>	<p><u>Moral</u> P.E. supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E. lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice and how to respond appropriately when they feel</p>

their own work we ensure fair and objective assessment and evaluation of their work.	there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.
<p>Social</p> <p>Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.</p>	<p>Social</p> <p>P.E. supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, offers pupils the opportunity to develop their communications skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.</p>
<p>Cultural</p> <p>Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children.</p>	<p>Cultural</p> <p>P.E. supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such as the Chinese dragon dance. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p>

D.T.	I.T.
<p>Spiritual</p> <p>D.T. supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example asking 'why?', 'how?' and 'where?'</p>	<p>Spiritual</p> <p>I.T. supports spiritual development by looking at how I.T. can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.</p>
<p>Moral</p> <p>D.T. supports moral development by raising awareness of the moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.</p>	<p>Moral</p> <p>I.T. supports moral development by looking at how I.T. developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.</p>

<p><u>Social</u> D.T. supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues, e.g. encouraging girls to use equipment that has been traditionally male dominated</p>	<p><u>Social</u> I.T. supports social development by completion of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.</p>
<p><u>Cultural</u> D.T. supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.</p>	<p><u>Cultural</u> The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones cant.</p>

Appendix B :

Promoting British values as part of SMSC at

ST. JOHN'S CE SCHOOL

How do we do it at St. John's ? (These are examples, the lists are not exhaustive)	Understanding & knowledge that we expect to see
DEVELOP CHILDREN'S SELF-KNOWLEDGE, SELF ESTEEM AND CONFIDENCE	
<p>EYFS/KS1</p> <ul style="list-style-type: none"> • Parent mentors supporting individual pupils where required • Mentoring • Collective agreement on class rules • Trips • Cooking • Behavioural chart, dark cloud/rainbow • Stop and think chair • Staying on green behavioural chart • Weekly certificates in Celebration assembly • 'Wow' books in EYFS • End of year special treat for all pupils who have stayed on green all year • Participating in school services throughout the year and leading collective worship in class assemblies • Circle time • Lego therapy • Smart thinking • Toast and hot chocolate before SATs • Top table • Borough music festivals 	<p>Learning to live in healthy and positive settings as children grow up, becoming healthy and well in body and mind and spirit.</p>
<p>KS2</p> <ul style="list-style-type: none"> • Parent mentors supporting individual pupils where required • Mentoring • Collective agreement on class rules • Staying on green behavioural chart • Weekly certificates in Celebration assembly • End of year special treat for all pupils who have stayed on green all year • Trips • Participating in school services throughout the year and leading collective worship in class assemblies. • Relationships and Sex Education • Junior citizenship days (Y6) • School journey • Day trip to France • Toast and hot chocolate before SATs • Lego therapy • Smart thinking • Borough music festivals 	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • Healthy school ethos. • Curriculum days/weeks e.g. Book Day, International Day, dressing up to support a charity or in memory of a parent who has died, science week 	

<ul style="list-style-type: none"> • Celebrating inspirational people, e.g. Martin Luther King, Black history • School Council and House Captains • School Choir/borough music festivals/church services • Promoting and joining outside of school clubs, e.g. Brownies, sporting clubs etc. Bring in certificates/medals for Celebration assembly • Class assemblies • Daily prayers in class • Behaviour management policy • Playground monitors for Catriona's Garden • Class monitors • Yr 6 buddies in Ruby Class • Reducing plastic campaign and reducing waste • Sponsoring two children in Uganda 	
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ENABLE CHILDREN TO DISTINGUISH RIGHT FROM WRONG AND TO RESPECT THE LAWS OF THE LAND	
<p>EYFS/KS1</p> <ul style="list-style-type: none"> • Reading, e.g. fairy tales • Represented in our annual values • Visitors coming in from the Police • Circle time • Playground rules • Remaining on green all year • Remaining on the sun/going for the rainbow • Restorative Justice • Planned in collective worship plan • Using our values to talk through with a child when they have not made a good choice 	<p>Living under the rule of law protects people and is essential for peoples' well-being and safety</p>
<p>KS2</p> <ul style="list-style-type: none"> • Yr. 5/6 agree the values for the year • Junior Citizen • Childline and NSPCC • Reading e.g. The Wall, Wonder ... • Visit from the police • Humanities curriculum e.g. World War 2 • Planned in collective worship plan • Remaining on green all year • Using our values to talk through with a child when they have not made a good choice 	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • Collective worship plans • PSHE and RE curriculum • Prayer box and prayer corner • Parent mentors • Positive rewards systems e.g. House points, stickers, celebration assembly, weekly certificates • Class rules • Remaining on green display • School displays that promote the British Values in our school • Online-Safety promotion 	

ENCOURAGE CHILDREN TO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOUR	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • Whole school assemblies with positive behaviour modelled with a focus on Christian and British values • RE and PSHE curriculum • Restorative approach • Behaviour policy • Home School Agreement • Online-Safety agreements 	Children understand they have made a poor choice

ENCOURAGE CHILDREN TO SHOW INITIATIVE AND CONTRIBUTE TO THE LIVES OF OTHERS LOCALLY AND IN SOCIETY MORE WIDELY	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • Charity fundraising • Church assemblies e.g. Harvest Festival • Public performances by the choir • INTER—Sports – with partnership schools • Sponsored children in Uganda 	Children learning to live successfully as part of a wider community

ENABLE CHILDREN TO ACQUIRE A BROAD GENERAL KNOWLEDGE OF AND RESPECT FOR PUBLIC INSTITUTIONS AND SERVICES IN ENGLAND (E.G. SCHOOLS, THE POLICE ETC.)	
<p>EYFS/KS1</p> <ul style="list-style-type: none"> • Visitors, e.g. police, school nurse • Road safety 	<p>An understanding of the different and separate powers between different public bodies such as police, army, and courts.</p> <p>Learn from the events of the past to understand the dilemmas and solutions for today's issues.</p>
<p>KS2</p> <ul style="list-style-type: none"> • Junior Citizenship Day • British history covered in the curriculum • Transition for secondary school • Visitors in to speak to pupils e.g. police 	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • Yr. 5/6 annual trip to either St. Paul's Cathedral or Westminster Abbey • Regular visits to church and participating/leading church services 	

ENCOURAGE RESPECT FOR DEMOCRACY AND SUPPORT IN THE DEMOCRATIC PROCESSES	
<p>EYFS/KS1</p> <ul style="list-style-type: none"> • See British Values in the Early Years document 	<p>An understanding of how people can influence decision-making through the democratic process</p>
<p>KS2</p> <ul style="list-style-type: none"> • Humanities curriculum e.g. Ancient Greece • PSHCE curriculum e.g. What happens in a democratic country • Debating activities • Voting in the Eco-Committee 	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • School council e.g. Nominations, votes, meetings, debates • Speaking and listening activities that promote healthy debate e.g. Where was God when the war started? • Black History focus • Celebrating inspirational people • International Day • Pupil feedback questionnaires • Eco-Committee and School Council weekly report in the newsletter • Collective worship plans • Class activities; what does it mean to have a general election • Pupil suggestion book (school council) • Home-school agreement 	

ENCOURAGE TOLERANCE AND HARMONY BETWEEN DIFFERENT CULTURAL TRADITIONS I.E. RESPECT FOR THEIR OWN AND OTHER CULTURES	
<p>EYFS/KS1</p> <ul style="list-style-type: none"> • Topics aimed at celebrating similarities and differences e.g. Ourselves • Show and tell; celebrating cultural and religious differences. 	<p>An acceptance that other people having different faiths or beliefs should be accepted and tolerated.</p> <p>An understanding of the importance of identifying and combating discrimination.</p> <p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Children are reflective about their own lives and those about them.</p>
<p>KS2</p> <ul style="list-style-type: none"> • RE; understanding how people's religious beliefs affect their actions • Texts; Malorie Blackman's 'Noughts and Crosses' • Parliament and Monarchy – Guy Fawke's Night 	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • RE and PSHE curriculum • International Day • Variety of resources – that celebrate diversity • Gifts from around the world display – celebrating cultural diversity • School displays reflecting cultural diversity e.g. RE Display, humanities display • Shared days with other schools e.g. Yr. 3/4 Barnardos Day with Forty Hill Competitive sport • Celebration of various cultural festivals e.g. Chinese new year, Diwali • Reflection books in every class 	