

The Spiritual, Moral, Social and Cultural Development of Pupils including British Values

“Education is the most powerful weapon which you can use to change the world.” (Nelson Mandela)

Democracy

We promote democracy by ensuring that pupils feel that their voices are heard. Pupils take part in activities where they all have the chance to vote. Pupils are elected to the school council and those pupils represent their peers. Pupils are consulted about their learning and have a voice in some of the optional activities they take part in. Pupils learn to understand and respect that their wishes may not always be the choice of the majority.

Mutual Respect

Our behaviour policy is based on mutual respect and this is modelled by every adult in school as part of our ethos. We reinforce this through the way we insist on good manners and the promotion of collaborative and co-operative learning in our lesson planning. We consider this to be a core part of preparing our pupils to become the citizens of the future. We also encourage pupils to respect themselves both through our curriculum and discrete teaching in SMSC lessons.

The Rule of Law

Children begin by understanding the rules of games and the school rules. As they progress through the school, they are taught about how the rules of law expands into society and offers choices and consequences. We work closely with outside agencies such as The Police to make sure children understand how this relates to them as future citizens. Children are taught to understand how their actions may impact on others.

Individual Liberty

Our behaviour policy and ethos is based on the language of CHOICE. Every child is taught they have choices and those they need to make to succeed, keep themselves safe and well and free from bullying. Children are taught to recognise their strengths and seek help to improve where they want to. We design a curriculum where every child can succeed and have the opportunity to succeed.

To be kind, confident, respectful and reflective future citizens and long-life learners

Through our curriculum design and the additional emphasis we put on developing those behaviours which will help children to become life-long learners, we will teach children about their role as a future citizen in Britain and the wider world. Kindness is a highly valued quality within our schools and will be modelled by staff and rewarded when seen. Our core values and aims will reflect the education we offer every child who attends our schools and our end of year and termly rewards will reflect those qualities and achievements we hold in high regard.

Problem Solving

We believe that children need to be problem solvers to enable them to become independent, resilient future citizens. We do this through designing a curriculum where children have frequent opportunities to practise their problem solving to make them more independent and to become more resilient when faced with challenges.

Tolerance of those of Different Faiths and Beliefs

We teach this through our RE curriculum, making sure children have an opportunity to study many different faiths. Through collective worship they have the opportunity to listen to different perspectives. We also have strong international links where children can learn about the lives of others. We invite visitors in to share their different views with the children. We also ensure all children are taught tolerance and respect for others' faiths in other contexts such as the wider curriculum. We will plan visits to places of worship which will be used as a focus for discussions.

Philosophy for Children

Self-Esteem

We recognise that successful learners need high self esteem. We build this self-esteem through involving the children in as many areas of school life as possible and designing opportunities to succeed. We offer rewards and meaningful praise alongside a carefully designed programme of learning to enable success.

Personal Responsibility and Self-moderation

We will instil our belief that children should develop a sense of personal responsibility and learn to self-moderate themselves both through our behaviour policy and by adults modelling. Children will be given clear choices, when they will have the opportunity to reflect on the options and learn to self-moderate, even when the choice is a difficult one. By building opportunities to take on responsibilities, whether it is in the classroom or for the wider school community, they will learn about positive choices for themselves and others from an early age. Opportunities to practise this will include looking after the gardens and playground buddies to help others, alongside supporting local, national and international charities. Through the school council, the children will have a voice and learn to support and work alongside their peers. As children progress through the school, children will take on more responsibilities to prepare them as citizens of the future.

Tackling Racism and Radicalisation Equality and Diversity

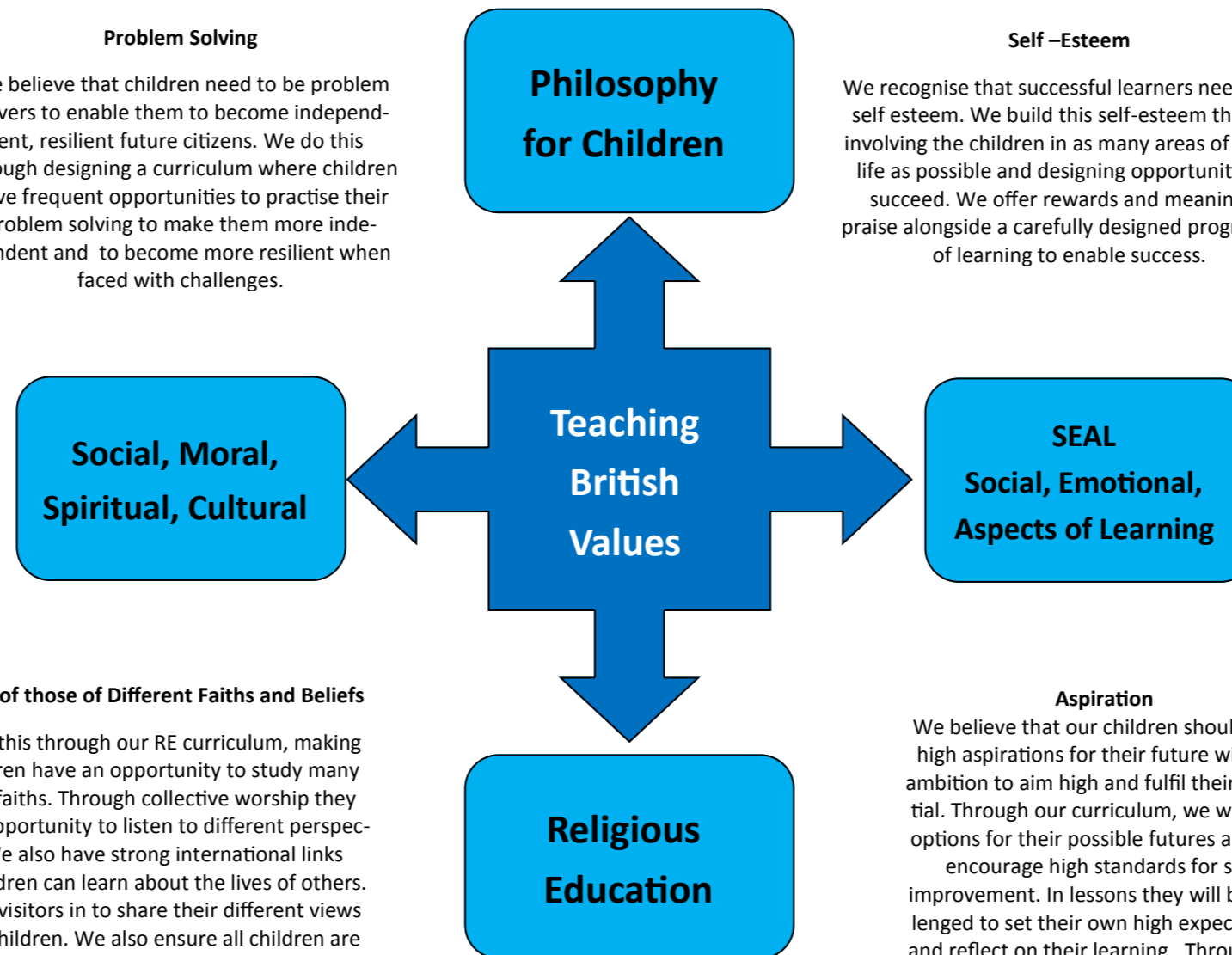
As well as teaching the children about other religions, we will plan for children to reflect on the core beliefs of those religions and how they are represented in Britain, both locally and further afield. Through visitors into schools and visits to other schools in ethnically diverse areas, we will teach the children to be tolerant and respectful alongside having an acute awareness of the possibilities of radicalisation. From the Early Years where we will discuss choices and how to be tolerant of others' differences, we will progress to exploring specific issues with older children. Similarly, through our International links, children will learn to respect differences and similarities to others. They will learn about others' lives. We will celebrate other cultures through our curriculum in themes such as 'Passport to the World'. This work will be underpinned by our behaviour policy and work in both RE and SMSC.

Aspiration

We believe that our children should have high aspirations for their future with the ambition to aim high and fulfil their potential. Through our curriculum, we will offer options for their possible futures and also encourage high standards for self-improvement. In lessons they will be challenged to set their own high expectations and reflect on their learning. Through our curriculum planning we will plan in themes which will allow them to explore these options with experience such as 'careers' days. We will also make strong links with community and invite visitors into school. We will form strong partnerships alongside our 'University Project' alongside Lincoln University to encourage children to aspire.

Spirituality

We will give children opportunities across the curriculum to experience and explore their spirituality in different contexts, including our RE Curriculum. One way we do this is through the arts and their writing. Children will be given the opportunity to experience awe and wonder which will include science, knowledge of the wider world and RE. In collective worship they will be given the opportunity for stillness and reflective



Social, Moral, Spiritual, Cultural

Teaching British Values

SEAL Social, Emotional, Aspects of Learning

Religious Education