



Nafferton Primary School

**Policy for
Spiritual, Moral, Social and Cultural Values**



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As a village School, we aim to develop the children within a positive environment, promoting a loving, caring community helping each child grow in maturity within a Christian atmosphere.

We aim:

To develop an understanding and knowledge of good citizenship, helping the children to be active and responsible members of society in working, social and leisure situations and to foster good relations between the community, school and home.

To provide a happy, stimulating, secure and safe environment which will give all the children an equal opportunity to develop their abilities and personalities as fully as possible.

To encourage the following qualities: - positive attitudes to learning, curiosity, self-reliance, self-respect, self-discipline, respect for, and the ability to co-operate with others.

To help children progress continuously towards achieving their potential in all areas of the curriculum

To create an 'atmosphere' where pupils, parents and teachers can effectively work together to enhance the education provided for our children.

To help children appreciate the benefits of healthy living and of physical fitness.

To help children gain knowledge and understanding of religions and their roles in shaping society and the development of moral and social values

To learn from, and care for, their environment.

At Nafferton Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in the 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
- an appreciation of the diversity and richness of the cultures

This is developed through our Harvest logo

H is for happiness
A is for aspiration
R is for respect
V is for values
E is for endeavour
S is for success
T is for togetherness

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Nafferton Primary School and is an essential ingredient of school success.

General Aims

- 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 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

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 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
- Make informed and independent judgements

Social Development

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

- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community

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
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve more when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

Teaching & Organisation

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 recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Nafferton Primary School will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussion and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- 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 pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

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
- Work co-operatively and collaboratively
- Take turns and share equipment

Extra-curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (Music, Sport, Drama, Art), which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the Wider Community

- Visitors are welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to ensure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

School Assemblies/Collective Worship

The school values the impact of collective worship on the wellbeing of all members of the school community and ensures that collective worship is regularly monitored and evaluated by the Head and Deputy Head.

A daily assembly of children will be offered, either as a whole school or in age phases.

Assemblies will:

- Provide a daily act of collective worship
- Be appropriate for all pupils of any religion
- Develop a community spirit
- Promote Christian Values
- Promote the school's culture, values and expectations
- Explore important moral and social themes
- Promote care for the planet

- Provide important notices and information
- Celebrate children's successes and achievements, both in and out of school
- Share the school curriculum with parents/carers
- Share and celebrate world culture, religions and festivals
- Promote racial harmony, tolerance and respect for all
- Welcome visitors to lead assemblies and share experiences, values and beliefs

Assemblies may be led by:

- Head teacher
- Deputy Head teacher
- Teachers
- Classes of children
- Identified groups of children
- Invited visitors e.g. local clergy, charity workers, local community groups.

Elements of these assemblies will be broadly of a Christian nature and include:

- Religious and moral themes
- Praise/moral songs
- Prayers/quiet reflective times
- Be age appropriate

As following school tradition the children will be offered to take part in prayers at the end of the school morning to say and at the end of the school day.

Withdrawal

- Parents/carers are invited to talk to the Headteacher if they require further information about the daily act of collective worship and/or wish to consider withdrawing their child.
- Parents/carers are asked to inform the school in writing if they wish to withdraw their child from the act of collective worship (or parts thereof), outlining exactly what they wish their children to be withdrawn from
- Parents/carers will be offered the right to withdraw their children from the act of collective worship and their wishes will be respected.
- Staff have a freedom under the 1944 Education Reform Act not to have to lead or attend collective worship. The school will respect this right but will expect staff to attend parts of an assembly when collective worship is not taking place, e.g. the giving of notices, celebrating pupil achievements, class assemblies.



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British Values

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all 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.”

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Nafferton Primary School. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival, Remembrance Day, Nativities and visits to sites of interest. We also value and celebrate national events, recent examples being the Olympics, WW1 Centenary and the Queen’s 90th Birthday. However, as residents of Yorkshire we believe in the importance of celebrating and understanding our great coastal and rural heritage. Pupils learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically:

Through our themed topics pupils have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains
- how ‘Great Britain’ differs from ‘England’ and ‘the United Kingdom’
- where Britain is in relation to the rest of Europe and other countries in the world

Historically:

Through our themed topics, pupils learn about an aspect of life and how this has developed and changed over time including inventions and discoveries, houses or medicine.

Democracy

We all have the chance to help make decisions. Each year the pupils decide upon and contribute to their class rules and the rights associated with these. Pupils have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings; these meetings are chaired by the Year 6 representatives. A council member is elected by class peers and is involved in making the school a better place to learn. The school council is able to genuinely effect change within the school. House Captains are also elected each year from Year 6.

Pupil questionnaires and interviews are also conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

The Rule of Law - We all follow the rules

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the community or the country, they are set for good reasons and must be adhered to. The involvement of our pupils in the creation of our HARVEST motto, that are fair and reasonable, helps them to understand the reasons behind the rules and the consequences if they are broken. HARVEST reflects the need to value ourselves, our families and other relationships, the wider groups of which we belong the diversity of our society and the environment in which we live.

Throughout the year we also welcome visits from members of the wider community including police and the fire brigade.

Individual Liberty - We all have the opportunity to make our own choices

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young people to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given important roles in school, such as play leaders, weekly certificate winners a variety of pupil's jobs throughout the school.

Lessons often give pupils opportunities to choose different approaches to their learning for example choosing different methods or resources to solve calculation in maths. In EYFS and KS1 during structured activity time, pupils are able to choose which tasks they would like to complete and when. Pupils are given the opportunity to learn at their own pace and partake in activities that interest and engage them.

We offer a range of clubs which pupils have the freedom to choose from, based on their interests.

Mutual Respect - We all respect one another

Mutual respect is at the core of our school life. Pupils learn to treat each other, staff and visitors with great respect. This is evident when walking around the school and in the classrooms.

Tolerance of those of Different Faiths and Beliefs - We all accept each other's differences

Nafferton Primary School is located in the East Riding of Yorkshire; we actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, RE themed weeks and PSHE lessons reinforce messages of tolerance and respect for others. Our multicultural activities illustrate our commitment to exploring our diverse school

community. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

Signed _____ Chair of Governors

Approved by Governing Body on _____