



Little Acorns to Mighty Oaks

Palfrey Junior School SMSC and British Values Policy (including Anti-Radicalisation Statement)

Spiritual, Moral , Social and Cultural Education

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Palfrey Junior School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

Palfrey Junior Ethos

- to include everyone
- to treat everyone equally
- respecting differences
- a commitment to healthy and open relationships
- a sense of purpose that things can change and be transformed
- a sense of perseverance to keep going

Definitions

Palfrey Junior uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

Moral

Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

Social

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Aims of SMSC:

At Palfrey Junior School we share, support and strive to achieve these aims for SMSC:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities provided by the school, including developing an appreciation of theatre, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in a democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

How the curriculum can contribute to SMSC:

SMSC is encouraged through the use of specialised SMSC lessons (Go-Givers once a term and Votes for Schools around 30 minutes per week) But the largest part is delivered daily through aspects of our broad and balanced curriculum.

What is Go Givers?

Go-Givers is a cross-curricular educational programme that supports children's Spiritual, Moral, Social and Cultural (SMSC) learning. It is an initiative of the Citizenship Foundation, an independent education and participation charity that encourages and enables young people to engage in democratic society. The programme focuses on raising standards across the curriculum by stimulating children's imaginations, developing empathy and providing opportunities for critical thinking and problem solving.

What is Votes for Schools?

Votes for School is a weekly lesson where pupils listen to and discuss a presentation about an issue that is in the news. They have to consider their own personal response after hearing the evidence and show that by voting for against the question posed. The whole school data is collected and sent out on the weekly newsletter. The Palfrey votes are also compared to the national opinion from other schools. Issues discussed include **Should Vaping be banned?** and **Are sports people really good role models?**

It supports SMSC, Prevent, PHSE and British Values whilst at the same time challenging pupils' thinking and prizing pupil voice. It not only broadens children's horizons and helps shape decision making skills, it acts as a foil to entrenched views and potential radicalisation.

The Contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices
- Social development: through helping students work together productively on mathematical tasks
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of ICT

Computing contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.
- Social Media.

The Contribution of History

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

The Contribution of Foreign Languages

Foreign Languages contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving students the chance to reflect on nature, their environment and surroundings.

- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

The Contribution of Music

Music contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Looking at the way music can change moods and behaviour.
- How we can make choices about music we like or dislike.

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Making activities accessible to all.
- Activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- School Council
- Librarian roles
- Play Leaders.
- Assemblies have a Spiritual, Moral, Social or Cultural theme.
- Through projects and special focus days and weeks, for example Comic Relief, Children in Need, Anti-bullying week etc.
- After school clubs
- Children's University
- A Star Sheriffs

British Values

In addition to SMSC, the DfE have recently 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.”***

At Palfrey Junior we engage with this in particular by:

Democracy

At Palfrey Junior School children elect school council representatives every year. These children take the views of the class and add them to the agenda for the meetings. The school council are given opportunities to present their opinions to senior leaders.

Laws

At Palfrey Junior school we teach the importance of laws starting with the requirement to follow rules around the school. They can see that rules work by making a happy and productive environment. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Fire Service and community police officers help to reinforce this.

Individual Liberty:

Within school, pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety. They have been introduced to the rights charter produced by UNICEF and used these to make class charters which are displayed in every class room. They are encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment. Whether it be through choice of challenge, of how they record, of participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies as well as R.E lessons give them an insight into other faiths and cultures. In addition assemblies promote respect and zero tolerance of bullying; these ideals are supported by learning in RE. Although almost all of our pupils are Muslim, where possible, members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Anti Radicalisation Statement

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

We aim to prevent radicalisation through a twin approach: a fair and balanced education and vigilance.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our SMSC and British Values provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. We also keep up efforts to engage with the community.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Staff Training

Through the PREVENT training, our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Procedures for Referrals

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the blue concern forms to the SLT who will then pass those on to the Counter Terrorism Unit of West Midlands Police.