



QUEST
PRIMARY

LEARNING CHANGES LIVES

British Values & SMSC Policy

Approved by the
Local Governing Body
January 2024

Next review
Spring 2025

POLICY

At Quest Primary School we understand our statutory duty to encourage pupils' SMSC development. We recognise that every child has a valuable contribution to make to the life of our school. It is our intention to create good local, national and global citizens, who develop good character, resilience and grit. The spiritual moral, social and cultural element of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

PLANNING

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and RSHE activities.

SPIRITUAL DEVELOPMENT

Spiritual development is not the imposition of a religious faith or to religion in general. However, spiritual development may lead to the acceptance of a faith or it may not. The development of an individual's own personal spirituality is a journey or a quest which seeks to know, develop and understand one's own inner self. The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals.

At Quest Primary we encourage pupil's spiritual development by:

- Giving children the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on peoples' lives
- Encouraging children to explore and develop what animates themselves and others
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faith and beliefs
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given the opportunity to reflect upon the meaning of spiritual experiences.

MORAL DEVELOPMENT

At Quest Primary we aim to enable pupils to build a framework of moral values which regulates their personal behaviour. We also help them to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and their 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
- Building the skills to recognise when others need help and how we can offer this

At Quest Primary we encourage pupil's moral development by:

- Providing opportunities for reflection and the development of their own opinions
- Helping them to recognise and resolve the moral issues and dilemmas implicit in a given context
- Enabling them to make and act upon informed choices, taking right and wrong into account
- Understanding that there are issues where there is disagreements or conflict and respecting others' views
- Encouraging them to take pride in themselves and their work
- Developing the personal skills and qualities necessary to manage situations and being able to make decisions
- Reflecting on and changing personal behaviour
- Being able to resist pressure
- Showing respect and compassion for themselves, others and the environment
- Challenging behaviour which reflects dishonesty, injustice, discrimination and the misuse of power
- Abiding by 'fair play' by being a good winner and loser in games, rules and in life

Teacher always discuss with their class, the school values of 'Excellence, Responsibility and Aspiration.' We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time social skills groups and PSHE/circle time sessions. We are interested in the development of the whole child and will endeavor to raise their self-esteem through praise, stickers, merits, behaviour stars and other means that highlight both academic and social achievements – see our Behaviour Policy.

SOCIAL DEVELOPMENT

At Quest Primary we attempt to develop in our children a growing understanding of the part that they play within the school community and wider society, both now and in the future. Through their social development we encourage children to relate positively to others, participate fully in the community and develop an understanding of good citizenship.

At Quest Primary we will encourage children's social development by:

- Developing an understanding and respect of others, their opinions, beliefs and customs
- Developing an understanding of society's institutions structures and characteristics, including democracy and the rule of law
- Encouraging them to have a sense of pride in their community
- Nurturing the development of the inter-personal skills necessary for successful relationships
- Helping them to use restorative approaches with their peers increasingly independently
- Encouraging them to think about the impact of their own and others' actions on others
- Developing good teamwork skills through opportunities to co-operate and share
- Expecting good manners and courteous behaviour
- Providing opportunities for children to develop self-confidence
- Providing opportunities for the development of interpersonal skills
- Fostering a sense of community with common inclusive values
- Promoting racial, religious and other forms of equality
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing opportunities for mainstream children to mix and learn with children from the Enhanced Learning Provisions and Red Gates School

CULTURAL DEVELOPMENT

Cultural development at Quest Primary is about children understanding and appreciating their own culture and other cultures in their community, Great Britain and throughout the world. It is an exploration of how we are the same and how we are different, how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils' cultural development is intimately linked with our schools' attempts to value cultural diversity and prevent racism.

Children should be made aware of the diversity of other cultures, both within modern Britain and throughout the world. This can be done through history, geography, music, PE, Art, RE and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

At Quest Primary we will encourage children's cultural development by:

- Helping children to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet
- Helping children to understand that cultures are always evolving and coping with change
- Providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world
- Developing an understanding of, as well as celebrating and embracing the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world
- Developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith
- Providing opportunities to nurture the cultural development of our children in all creative areas across the curriculum
- Encouraging a personal response to a range of cultural activities
- Exposing children to a wealth of stimuli from their own culture and those of others which is taught through the whole curriculum with visits and visitors to support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities

PROMOTION/ENRICHMENT OF BRITISH VALUES

Through the provision of SMSC schools should ensure they actively promote principles that:

- 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 and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to socialise more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and serviced in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
 - Age
 - Being or becoming a transsexual person
 - Being married or in a civil partnership

- Being pregnant or having a child
- Disability
- Race, including colour, nationality, ethnic or natural origin
- Religion, belief or lack of religion or belief
- Sex
- Sexual orientation
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The balanced presentation of opposing view applies whilst pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of the school and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethical behaviour within and outside school. This includes NOT undermining fundamental British Values.

Schools that promote fundamental British Values will develop the understanding and knowledge of pupils in the following areas:

- An understanding of how citizens can influence decision making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

Examples of actions that school can take are:

- To include in the curriculum, as appropriate for the age of pupils, materials on the strengths, advantages and disadvantages of democracy, how democracy and the law works in Britain, comparing it to other forms of government in other countries
- Ensure that all pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a Pupil Parliament whose members are voted for by the pupils
- Use opportunities such as elections to hold mock elections to promote British Values and to provide pupils with the opportunity to learn how to argue and defend points of view
- Use teaching resources from a wide range of sources to help pupils understand a range of faiths

In summary school should promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.