

## **SMSC and British values at Menston Primary School**

At Menston Primary School we recognise that the personal development of children - spiritually, morally, socially and culturally (SMSC) - plays a significant role in their ability to learn, achieve and be happy individuals. We therefore aim to provide an education that provides children with opportunities to explore and develop:

their own values and beliefs;

their own spiritual awareness;

their own high standards of personal behaviour;

their critical thinking skills

a positive, caring and respectful attitude towards other people;

an understanding of their social and cultural traditions; and

an appreciation of the diversity and richness of their cultures.

### **SPIRITUAL DEVELOPMENT**

This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values.

Children are given the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done through Assemblies and History.

Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example Literacy, Drama, Music and Dance.

Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; through School Council and Celebration Assemblies

Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; through visits to our local area and outdoor learning within the school grounds.

Understanding difference and respecting the integrity of individuals; for example, School Council, Playtime buddies, Assemblies on Diversity and Anti-bullying week.

### **MORAL DEVELOPMENT**

Understanding, attitude and behaviour to what is right and what is wrong.

Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy; Anti Bullying Week, E-Safety week.

Promoting equality relating to; gender, religion, ethnic origin, age, disability.

Promoting racial, religious and other forms of equality.

Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (RE; History; Literacy; Assembly; Drama; School Council; Nature Detectives, Fair-trade week, Community Police officer visits).

Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (Circle time sessions, P4C lessons, School Council; Drama).

Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems, dojos).

Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (whole school charity events; Fair-trade week; Celebration Assemblies; Assembly themes).

## Wear pink for Cancer Research Day



Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals in RE and Themed Assemblies).  
Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes).

Providing models of moral standards through the curriculum (Literacy; History; RE; Assembly; Drama).

Reinforcing the school's values through the use of posters, displays etc.

### **SOCIAL DEVELOPMENT**

Qualities needed to play a full part in society and become informed citizens of the future.

Fostering a sense of community with common, inclusive values (Assembly; events including Christmas fair; Pond Project -involvement with community; lantern parade, partnership with local churches.

Promoting equality relating to; gender, religion, ethnic origin, age, disability, SEN,  
Promoting racial, religious and other forms of equality

Encouraging children to work co-operatively (Playtime Buddies, Dojo system; mixed year group curriculum events).

Encouraging children to recognise and respect social differences and similarities; for example, where they live,

Involvement in special curriculum events, productions, school council, phase Assemblies, Inter sports activities.

Providing opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues; House Captain Votes, P4C).

Providing children with opportunities to exercise leadership and responsibility (Council Leaders, Class monitors; Pupil librarians).

## **CULTURAL DEVELOPMENT**

Pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:

Providing children with opportunities to explore their own cultural assumptions and values.

Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals and drawing on diverse parent cultural backgrounds.

Recognising and nurturing particular gifts and talents including local events with other schools: Wharfedale Festival.

Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Drama, music and dance groups.)

Reinforcing the school's cultural values through displays and photographs.

Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds (links with other schools).

Bradford Food Bank  
Schools Linking Project  
Remembrance

K Greenwood (SMSC and British Values Manager)