



St Mary's CE Primary School

N8 7QN

# **Spiritual, Moral, Social and Cultural Education Policy**

Jesus said, "Love one another as I have loved you." (John 15:12)

## **Our Vision**

**As we love, we flourish  
As we flourish, we aspire  
As we aspire, we achieve  
Together, we are a family.**

**Friendship, Compassion, Hope, Wisdom, Community,  
Endurance.**

## **St Mary's CE Primary School**

### **POLICY FOR SMSC Education**

#### **Statement of Intent**

At St Mary's CE Primary School, we do our best to live and learn by what Jesus said by embracing our school's strapline of, "Love one another as I have loved you," (John 15:12) through our daily school life.

We do this through our school vision:

As we love, we flourish,  
As we flourish, we aspire,  
As we aspire, we achieve,  
Together, we are a family.

At our School, the children and their learning are at the very heart of every decision made. This policy reflects our diverse mix of pupils and does not discriminate against any of the protected characteristics.

Through our SMSC programme we will help pupils to develop an inner discipline and will encourage them to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. Additionally, we encourage them to build respectful friendships and demonstrate compassion towards others as through this we can build a strong community spirit, as together we are a family.

They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

The Spiritual, Moral, Social and Cultural education of pupils at St Mary's C of E Primary School is cross-curricular and not limited to specific PSHE, RE, P4C or UNICEF's Rights Respecting Schools program. We endeavour to embrace the Church of England's vision of educating for 'Life in all its Fullness' (John 10:10) through our curriculum, collective worship, trips and daily school life. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically so allowing them to achieve and flourish. We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope to aspire to be the best they can possibly be.

#### **Aims for SMSC Education**

- To provide a safe, caring and happy community where each child is valued as an individual and can flourish and develop their aspirations.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To provide the children with access to participation in group discussions and teachings about law and freedom through which the children can grow in wisdom by challenging, discussing, questioning and sharing their opinions.
- To develop the potential of each child within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development so that they achieve their full potential.

- To set and maintain high standards of discipline, courtesy, friendship and general moral values so that the school community may function effectively as a family.
- To create a sense of self-respect, compassion, independence and self-motivation. To increase the individual's capacity to accept responsibility for their actions taken and make wise choices.
- To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society through our Rights Respecting Schools program, our School Council and Peer mediator program.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions, hope for a better future and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children as together we are a family.
- To support the child when life and work becomes a struggle so giving the child the life skills to endure.
- To develop the children's spirituality and love for the world around them through trips, our curriculum and collective worship.

## **Guiding principles**

### **1. Spiritual development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

### **2. Moral development**

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### **3. Social development**

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

- Willingness to participate in a variety of community and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

#### **4. Cultural development**

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

#### **5. Cross-curriculum teaching and learning**

- Development in SMSC will take place across all areas of the curriculum.
- SMSC has particularly strong links to Religious Education, Collective Worship, Rights Respecting Schools programme, P4C and PSHE.
- All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.
- In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:
  - Talk about their experiences and feelings.
  - Express and clarify personal ideas, opinions and beliefs.
  - Speak about difficult events, e.g. bullying, death.
  - Share thoughts and feelings with other people.
  - Explore relationships with friends/family/others.
  - Consider the needs and behaviour of others.
  - Show empathy, friendship and compassion.
  - Develop self-esteem and a respect for others.

- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. compassion, respect, open-mindedness, sensitivity, critical awareness, endurance, tolerance, hope and wisdom.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Practical activities to develop SMSC include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at play time and meal times.
- Taking responsibility e.g. Peer mediators, School Council members, Rights Respecting School's members, School Head Boy and Girl, House team captains, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games as well as in the classroom and playground.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres e.g. music for reflection at the start of collective worship or in lessons.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Using assembly themes to explore our Christian Values, British values and UNICEF's Articles of human rights as well as other cultural influences from around the world e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops and trips to museums and art galleries.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans.
- Studying the contributions to society that certain famous people have made.

## 6. Community links

School tries to build strong links with the wider community. In order to develop these links, the school reaches out to the community through the following activities:

- Curriculum open days and parents consultations.
- Class and whole school collective worship.
- Supporting our Church initiatives and charities
- Visiting speakers.
- Coffee mornings for parents & carers.
- Termly local food bank collections.
- Fundraising for London’s Air Ambulance.
- Fundraising for Christian Aid.
- Litter picking in ther local community.
- Taking part in whole school demonstrations and activities relating to UNICEF’s human rights via the Rights Respecting Schools program.
- Whole school and church gatherings at Christmas, Easter and the end of the school year.
- Supporting and singing for the elderly at our church’s ‘Lunch club.’
- Extending the hand of friendship to our partner schools in Paris and Achi, Nigeria.
- Open doors policy for parents and carers.

The school conducts appropriate DBS checks on regular visitors to the school in accordance with government Keeping Children Safe in Education guidance.

### SMSC matrix

<b>Activities</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
Breakfast & After school clubs	X	X	X	X
Collective worship	X	X	X	X
Charity support & fundraising	x	X	X	X
Celebration of diversity	X	X	X	X
Learning walks	X	X	X	X
Special school days or weeks	X	X	X	X
Trips and visitors	X	X	X	X
Are all aspects of SMSC evident when pupils and staff move around the school?	X	X	X	X
Are all aspects of SMSC reflected in classroom and corridor displays?	X	X	X	X
Does the school website reflect a consistent approach to all aspects of SMSC?	X	X	X	X

Do our School Council, RRS team and other school groups reflect a consistent approach to all aspects of SMSC?		X	X	X
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## 7. Monitoring and evaluation

At St Mary's C of E Primary School, we listen to the views of our pupils and their parents or carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual pupil, teacher, parent questionnaire.
- Parent consultations.
- A summer term open evening.
- Termly pupil interviews and discussion groups in RE and Collective worship.
- Annual pupil/teacher consultations.

SMSC provision is reviewed on a regular basis in the following ways:

- Monitoring of teaching and learning and learning walks by the Subject lead, as part of our general monitoring.
- Discussions at staff and governors' meetings.
- Regular policy audits.
- Development of Religious Education, PSHE, SRE and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice.

## Promoting fundamental British values

**Through the national curriculum, we will:**

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

**Through our Social, Moral, Spiritual and Cultural programme, we will:**

- 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 initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### What does SMSC look like across the curriculum?

#### SMSC Subject Statements

ENGLISH	MATHS
<p><b><u>Spiritual</u></b> English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre.</p>	<p><b><u>Spiritual</u></b> Maths supports pupils spiritual development by helping them to develop deep thinking and questioning the way in which the world works. Through maths children gain an appreciation of the richness and power of mathematics in our everyday lives.</p>
<p><b><u>Moral</u></b> English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.</p>	<p><b><u>Moral</u></b> Maths supports pupils moral development through discussion about mathematical understanding and challenging assumptions, supporting children to question information and data that they are presented with. Maths helps children to understand and use rigorous and logical argument and discourage jumping to conclusions when trying to determine the truth.</p>
<p><b><u>Social</u></b> English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p><b><u>Social</u></b> Maths support pupils social development by promoting self-esteem and building self-confidence. Maths encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We provide events and team maths challenges for increased pupil involvement.</p>
<p><b><u>Cultural</u></b> English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>	<p><b><u>Cultural</u></b> Maths supports pupils cultural development by developing an appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots. Through maths we investigate and research cross cultural patterns – tessellation</p>
SCIENCE	HISTORY
<p><b><u>Spiritual</u></b> Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.</p>	<p><b><u>Spiritual</u></b> History supports spiritual development by helping children develop a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>
<p><b><u>Moral</u></b> Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions about environmental and human issues.</p>	<p><b><u>Moral</u></b> History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>
<p><b><u>Social</u></b> Science supports social development by exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively</p>	<p><b><u>Social</u></b> History supports social development by exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British'</p>

	culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.
<p><b>Cultural</b> Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.</p>	<p><b>Cultural</b> History supports cultural development by encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p>
<b>GEOGRAPHY</b>	<b>ART</b>
<p><b>Spiritual</b> Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.</p>	<p><b>Spiritual</b> Art supports spiritual development by introducing children to the work of great Artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.</p>
<p><b>Moral</b> Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.</p>	<p><b>Moral</b> Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through, understanding how their comments can build up or destroy another's self-belief.</p>
<p><b>Social</b> Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.</p>	<p><b>Social</b> Art and Design supports social development because children frequently required to work in pairs, groups or teams collaboratively. Children often work collaboratively requiring cooperation and communication linking to the values of trust and compassion.</p>
<p><b>Cultural</b> Geography supports cultural development by helping children to understand different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as .....and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.</p>	<p><b>Cultural</b> Art supports cultural development work by enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.</p>
<b>MUSIC</b>	<b>P.E.</b>
<p><b>Spiritual</b> Music supports spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.</p>	<p><b>Spiritual</b> P.E supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.</p>
<p><b>Moral</b> Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.</p>	<p><b>Moral</b> P.E supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.</p>
<p><b>Social</b> Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.</p>	<p><b>Social</b> P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.</p>
<p><b>Cultural</b></p>	<p><b>Cultural</b></p>

<p>Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children.</p>	<p>P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such as .....Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p>
<b>D.T.</b>	<b>I.C.T.</b>
<p><b>Spiritual</b> D.T supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking ‘why?’, ‘how?’ and ‘where?’</p>	<p><b>Spiritual</b> ICT supports spiritual development by looking at how ICT can bring rapid benefits to discussions and tolerance to an individual’s beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others’ belief systems.</p>
<p><b>Moral</b> D.T supports moral development by raising awareness of the moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.</p>	<p><b>Moral</b> ICT supports moral development by looking at how ICT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.</p>
<p><b>Social</b> D.T Supports social development by providing opportunities to work as a team, recognising others’ strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.</p>	<p><b>Social</b> ICT supports social development by completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.</p>
<p><b>Cultural</b> D.T supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.</p>	<p><b>Cultural</b> The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can’t.</p>

### Promoting British values as part of SMSC

#### At ST. MARY’S C of E PRIMARY SCHOOL

How do we do it at St. Mary’s CE primary School	Understanding & knowledge that we expect to see
<b>DEVELOP CHILDREN’S SELF-KNOWLEDGE, SELF-ESTEEM AND CONFIDENCE</b>	
<p>EYFS / KS1</p> <ul style="list-style-type: none"> <li>• Nurture groups</li> <li>• Mentoring</li> <li>• Class charter</li> <li>• Trips</li> <li>• Cooking</li> <li>• Awards</li> <li>• Circle time</li> <li>• Mindfulness</li> <li>• Use of positive behaviour language</li> <li>• Use of positive marking comments</li> <li>• Praise &amp; encouragement</li> <li>• UNICEF’s Rights Respecting Schools award scheme</li> </ul>	<p>Learning to live in healthy and positive settings as children grow up, becoming healthy and well in body and mind and spirit.</p>

<ul style="list-style-type: none"> <li>• P4C</li> </ul>	
<p>KS2</p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Class charter</li> <li>• Trips</li> <li>• Relationships and Sex Education</li> <li>• School Council</li> <li>• UNICEF’s Rights Respecting Schools award scheme</li> <li>• Mindfulness</li> <li>• Awards</li> <li>• P4C</li> <li>• Kalaidascope sessions</li> <li>• Brakfast clubs &amp; After School clubs</li> <li>• Sports clubs</li> <li>• House Captains</li> <li>• School choir</li> <li>• Peer mediators</li> <li>• Help the Homeless project</li> </ul>	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> <li>• Healthy schools ethos.</li> <li>• Celebrating Black history</li> <li>• Promoting and joining outside of school clubs e.g. Brownies, sporting clubs etc</li> <li>• Class collective worship</li> <li>• Daily prayers in class</li> <li>• Positive behaviour management</li> <li>• Whole School trips</li> <li>• Charity support</li> </ul>	
<b>ENABLE CHILDREN TO DISTINGUISH RIGHT FROM WRONG AND TO RESPECT THE LAWS OF THE LAND</b>	
<p>EYFS / KS1</p> <ul style="list-style-type: none"> <li>• UNICEF’s Rights Respecting Schools program</li> <li>• Whole class reading programmes and story time</li> <li>• Class trips e.g. fire station</li> <li>• Circle Time</li> <li>• School &amp; Playground rules</li> </ul>	<p>Living under the rule of law protects people and is essential for people’s well-being and safety.</p>
<p>KS2</p>	

<ul style="list-style-type: none"> <li>• UNICEF’s Rights Respecting Schools program</li> <li>• Trips e.g. Houses of Parliament, Local Council offices</li> <li>• Humanities curriculum e.g. Egyptians, Ancient Greece, Romans</li> </ul>	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> <li>• UNICEF’s Rights respecting Schools program</li> <li>• PSHE, SRE and RE curriculum</li> <li>• Class ‘Worry box’ discussions</li> <li>• P4C</li> <li>• Trusted adults for child’s wellbeing</li> <li>• Positive rewards systems. E.g. House points, raffles tickets, prizes, stickers, celebration assembly.</li> <li>• Class charter</li> <li>• Circle time</li> <li>• School displays that promote positive behaviour</li> <li>• E-Safety promotion</li> </ul>	
<b>ENCOURAGE CHILDREN TO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOUR.</b>	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> <li>• Whole school collective worship with positive behaviour modelled with a focus on our Christian or British values and related RRS article</li> <li>• RE, SRE and PSHE curriculum</li> <li>• Positive behaviour policy</li> <li>• Home school agreement</li> <li>• E-Safety agreements</li> </ul>	<p>Children understand they have made a poor choice.</p>
<b>ENCOURAGE CHILDREN TO SHOW INITIATIVE AND CONTRIBUTE TO THE LIVES OF OTHERS LOCALLY AND IN SOCIETY MORE WIDELY.</b>	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> <li>• Charity fundraising e.g Help the homeless project</li> <li>• Church gatherings and performances e.g. Easter, Christmas</li> <li>• Public performances by the choir e.g singing for the community at Christmas</li> <li>• INTER -Sports – with partnership schools</li> <li>• Working with Church on their community endeavours</li> </ul>	<p>Children learning to live successfully as part of a wider community</p>
<b>ENABLE CHILDREN TO ACQUIRE A BROAD GENERAL KNOWLEDGE OF AND RESPECT FOR PUBLIC INSTITUTIONS AND SERVICES IN ENGLAND (E.G. SCHOOLS, THE POLICE ETC.)</b>	
<p>EYFS / KS1</p> <ul style="list-style-type: none"> <li>• Trips e.g fire station</li> <li>• Visitors e.g. police, school nurse, Air ambulance</li> <li>• P4c discussions</li> <li>• Stories</li> <li>• Collective worship</li> </ul>	<p>An understanding of the different and separate powers between different public bodies such as police, army, and courts.</p> <p>Learn from the events of the past to understand the dilemmas and solutions for today’s issues</p>
<p>KS2</p> <ul style="list-style-type: none"> <li>• British history covered in the curriculum</li> <li>• Transition for secondary school</li> <li>• Trips</li> <li>• Visitors</li> <li>• Collective worrrship</li> </ul>	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> <li>• When I Grow Up day</li> <li>• Collective worship promoting rights and responsibilities</li> </ul>	

<ul style="list-style-type: none"> <li>Regular church visits and visits to other places of worship</li> </ul>	
<b>ENCOURAGE RESPECT FOR DEMOCRACY AND SUPPORT IN THE DEMOCRATIC PROCESSES.</b>	
<p>EYFS / KS1</p> <ul style="list-style-type: none"> <li>UNICEF's Rights Respecting Schools program</li> <li>Stories</li> <li>Collective worship</li> <li>Special days or weeks e.g RE weeks, RRS weeks, Kindness week.</li> </ul>	<p>An understanding of how people can influence decision-making through the democratic process.</p>
<p>KS2</p> <ul style="list-style-type: none"> <li>Humanities curriculum e.g. Ancient Greece, Egyptians</li> <li>Debating activities, e.g. in P4C, School Council, Peer Mediators and RE</li> <li>School Council initiatives UNICEF'S Rights Respecting Schools program</li> <li>Visits e.g Houses of Parliament</li> <li>Visitors</li> </ul>	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> <li>UNICEF's Rights Respecting Schools programme</li> <li>Speaking and listening activities that promote healthy debate e.g. Conscience Alley</li> <li>Black History focus</li> <li>Pupil feedback questionnaires</li> <li>Class activities; what does it mean to have a general election.</li> <li>Circle time</li> <li>Home-school agreement</li> </ul>	
<b>ENCOURAGE TOLERANCE AND HARMONY BETWEEN DIFFERENT CULTURAL TRADITIONS I.E. RESPECT FOR THEIR OWN AND OTHER CULTURES.</b>	
<p>EYFS / KS1</p> <ul style="list-style-type: none"> <li>Topics aimed at celebrating similarities and differences e.g. Ourselves</li> <li>Show and tell</li> <li>Celebrating cultural and religious differences.</li> <li>Stories</li> <li>RE curriculum coverage which includes a variety of other faiths.</li> </ul>	<p>An acceptance that other people having different faiths or beliefs should be accepted and tolerated.</p> <p>An understanding of the importance of identifying and combating discrimination.</p> <p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p>
<p>KS2</p> <ul style="list-style-type: none"> <li>RE - understanding how people's religious beliefs affect their actions &amp; the study of other faiths.</li> <li>Exploring texts</li> <li>Collective worship</li> <li>P4C</li> <li>UNICEF's Rights Respecting Schools program</li> <li>Visits to other places of worship, e.g Mosque, Synagogue.</li> </ul>	

<p><b>WHOLE SCHOOL</b></p> <ul style="list-style-type: none"> <li>• RE,SRE, P4C, Rights Respecting School curriculum.</li> <li>• Celebrating diversity and achievement.</li> <li>• Visits to different place of worship.</li> <li>• Celebration of various cultural festivals e.g. Chinese new year, Diwali, Eid.</li> <li>• Class and whole school RE floor books.</li> <li>• RE display on each floor of building.</li> <li>• Collectibve worship.</li> </ul>	<p>Children are reflective about their own lives and those about them.</p>
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### **Related policies**

1. Safeguarding Policy.
2. E-safety Policy.
3. Behaviour Policy.
4. Anti-bullying Policy.
5. Health and Safety Policy.
6. Special Educational Needs and Disability Policy.
7. Mental health and Wellbeing Policy.
8. Religious Education Policy.
9. Collective Worship Policy.
10. Spirituality Policy
11. Rights Respecting Schools Policy
12. SRE Policy
13. Bristish Values Policy
14. Equality and Inclusion Policy
15. SEND Policy