



## Discovery Primary Academy

### Spiritual, Moral, Social and Cultural Policy incorporating British Values

#### **Introduction**

At Discovery Primary Academy, we support all children to ‘aspire, discover, achieve’, preparing all pupils to prepare for a successful adulthood, whilst enjoying their childhood. We recognise that an important part of this is supporting our pupils to develop their spiritual, moral, social and cultural (SMSC) development and instilling in them a strong sense of British Values (BV): democracy, the rule of law, individual liberty and mutual respect and tolerance of difference.

As an Academy, we define SMSC in the following way:

Spiritual	Moral	Social	Cultural
<p>Providing children opportunities to explore their own faith, and those of others; understanding the commonalities between them, and learning to respect others who hold different beliefs.</p> <p>It also includes the fundamental British Value of mutual respect and tolerance of those with different faiths and no faith.</p>	<p>Teaching the difference between right and wrong, the consequences of our actions, using the language of choice, as well as encouraging the children to develop reasoned views on contemporary moral issues.</p>	<p>Teaching and supporting the children to develop their social skills so that they can work, socialise and cooperate effectively with people from different backgrounds: religious, ethnic and socio-economic.</p> <p>It also includes the fundamental British Values of democracy, the rule of law and individual liberty.</p>	<p>Teaching the children the knowledge of the cultural history of our country and providing them with opportunities to explore different cultures, whilst drawing comparisons and contrasts.</p> <p>It also includes the fundamental British Value of mutual respect and tolerance for those of different cultural backgrounds and heritages.</p>



We support children in their SMSC development in a number of ways, including through:

- explicit teaching in our curriculum, which links with our Academy values (aspiration, confidence, determination, kindness and respect).
- our 'cooperative learning' teaching strategies.
- our behaviour management system.
- collective worship, assemblies and daily Reflection to facilitate discussion about the world around us.
- trips, visits and visitors to enhance children's learning and provide a range of experiences.
- our extra-curricular clubs and inter-school sporting events.
- celebration of the diversity of our school community, including through special events and the work of the Language Ambassadors.
- additional opportunities to develop leadership skills in the Academy, such as: Academy Council, Bank and Shop roles, Playground Leaders, Reading and Maths Champions and Language Ambassadors.

### **1. Spiritual Development**

We aim to enable our pupils to develop their self-esteem, their critical and independent thinking skills and their ability to express and reflect on their feelings. We will provide opportunities for our pupils to explore and develop their:

- religious or faith perspectives on life.
- interest in learning about, and respect for, other people's faiths, feelings and values.
- environment, imagination and creativity.

We achieve this through:

- RE Curriculum Planning.
- daily reflection (including Collective Worship in classes).
- celebration of a range of faiths' festivals and celebrations.
- planned visits from leaders of a range of faiths.
- planned visits to places of worship of other faiths.

### **2. Moral Development**

We aim to enable our pupils to recognise the difference between right and wrong and to apply this in their own lives. We will provide opportunities for our pupils to explore and develop their:

- understanding of the consequences of their actions.
- use of a behaviour management system based around personal agency and the language of choice.
- encouraging and recognising those who make the right choice, even when it is difficult or comes at personal cost.



- ability to explore and offer reasoned views about moral and ethical issues affecting the world today and in the past.

We achieve this through:

- our school aims and values.
- our carefully considered humanities curriculum that encourages the children to explore moral issues in an age-appropriate way, such as: living sustainably, fair trade civil rights and conflict.
- exploration of moral issues through our planned Collective Worship and daily Reflection.
- charity links and fundraising in support of local charities.

### **3. Social Development**

We aim to enable our pupils to develop their social skills in a community where our diversity is not only accepted but celebrated. We will do this by offering opportunities to:

- learn about, work and socialise with pupils from a range of different religious, ethnic and socio-economic backgrounds.
- celebrate the diversity of our school community and value each individual and their experiences and heritage.
- participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- develop an understanding of their individual and group identities.
- demonstrate a greater understanding of 'self', expressing feelings with increased clarity.
- understand difference and similarity between individuals and groups and be aware of inequalities and stereotyping

We achieve this through our:

- PSHE curriculum.
- behaviour policy and our focus on building positive relationships.
- 'Cooperative Learning' strategy that has children working together at its heart.
- Work on - and our commitment to - developing oracy skills in our children.
- exploration of our planned daily Reflection, incorporating themes such as Black History Month, LGBT History Month and International Women's Day.
- roles for Year 5 pupils in our DPA Bank and Shop.
- indoor nurture room at lunchtimes and a smaller outdoor play space for children who may need support with their social skills.
- Reading and Maths Champions, and Language Ambassadors providing opportunities to work collaboratively in groups and with children across the Academy.
- Year 6 Enterprise Week and transition work for secondary school.
- careers workshops for Year 5 & 6 with visitors from a range of occupations.



#### **4. Cultural Development**

We aim to enable our pupils to develop their cultural understanding and awareness of how cultural values are shaped by providing opportunities to:

- understand and appreciate cultural diversity and plurality.
- participate in a wide range of artistic, musical, sporting and other cultural activities.
- explore and respect and celebrate cultural diversity, lifestyles and choices.

We achieve this through our:

- RE, PSHE, MFL, History, Geography, Art and Music curriculums.
- extra-curricular trips and visits in support of our curriculum.
- planned programmes of collective worship and assemblies.
- Language Ambassadors.
- range of multi-cultural books, dictionaries and resources.

#### **5. British Values**

The DfE have recently reinforced the need *“to create and reinforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”* The government set out its definition of British Values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At Discovery Primary Academy, British values are fostered and celebrated in all aspects of the curriculum and form the basis of our philosophy for teaching and learning.

##### **5A. Democracy**

At Discovery Primary Academy, pupils’ voices are heard throughout the curriculum. They are given many opportunities to take responsibility for their own learning. Pupils have additional opportunities to have their voices heard through our Academy Council – including voting democratically for the Communication Team – and pupil questionnaires.

##### **5B. The Rule of Law**

Importance of Laws – whether they may be those that govern the class, the Academy rules, or the country – are consistently reinforced throughout every school day, as well as when dealing with behaviour (see Behaviour Policy) and through daily Reflection. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this provides and the consequences when laws are broken. Visits from authorities such as the Fire Service, Police and bike safety are regular features and help reinforce the message.

##### **5C. Individual Liberty**

Within the Academy, pupils are actively encouraged to make choices, knowing that they are in a caring and supportive environment. As an academy we educate and provide boundaries for young people to make choices safely, through the provision of a safe environment and



empowering institution. Pupils are encouraged to know, understand and exercise their rights and individual freedoms and are advised how to exercise these safely, for example, through our E-safety lessons and PSHE curriculum. Whether it be through choice of challenge, how they record their work, or participation in our numerous extra-curricular clubs and opportunities, pupils are given freedom to choose. Many tasks are open-ended, resulting in different opinions and outcomes. There is often no wrong or right answer- pupils can always express their opinions and these are respected by others.

### **5D. Mutual Respect**

Pupils through our day-to-day work, discussions and Reflection understand what it means to show respect and know how to demonstrate this themselves. Respect for others is reiterated within our classrooms and through classroom rules, through our behaviour policy, and through our curriculum in subjects such as RE and PSHE.

### **Embracing different faiths and beliefs**

Pupils at Discovery are supported in understanding their place in a culturally diverse society by giving them opportunities to experience, understand and celebrate such diversity. Reflection, discussions surrounding prejudices and stereotyping, and understanding of other cultures and religions are underpinned by our learning in RE and PSHE. Opportunities are provided throughout the school year to embrace other faiths, beliefs and cultures, such as learning through “The European Day of Languages,” celebration of religious festivals – such as Diwali and Harvest Festival – and our regular Reflection about different countries and religions.

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