



# Promoting fundamental British values through SMSC

## **Defining spiritual, moral, social and cultural 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 and their interest in and respect for different people's faiths, feelings and values

At Ryhill we encourage children to be reflective and to be respectful of others, their beliefs, values and faiths. We have ensured our curriculum allows children to share their views as well as exposing them to relevant or different issues or faiths outside of their own experience. We follow the Wakefield Agreed Syllabus which ensures full coverage of faiths and allows children to share about their own belief system. As well as the RE that we teach, each class holds class assemblies weekly which is an opportunity to share their learning with their fellow peers, this supports the children's spiritual development by encouraging them to respect others views and feelings.

- sense of enjoyment and fascination in learning about themselves, others and the world around them

Encouraging children to foster a sense of enjoyment and fascination in learning about themselves and the world around them is at the core of Ryhill. Our vision statement states that we strive to provide them with opportunities to develop spiritually, socially and culturally. The lessons that we teach are made relevant to the children, their personal curiosities and experiences, and children are encouraged to share their beliefs. These areas are encompassed into PSHE, RE and circle time sessions, where children are given opportunities to share their own values and belief system and are encouraged to contribute positively to their personal development. We have ensured our topics demonstrate how our lives have been shaped by others, and this encourages children to think of the wider impact they have upon others

around them. The collaborative learning structures (such as Kagan) that are implemented throughout school encourage children to speak and share views and topics that are most relevant to them.

- use of imagination and creativity in their learning

At Ryhill we encourage all children to be imaginative and creative and ensure that we set up opportunities for children to develop these skills. This child centred approach encourages our children to:

- Work with peers
- Think of different approaches of working
- Take ownership of learning
- Learn alongside others
- Understand their strengths and weaknesses and those with who they are working with
- Experiment with learning

By advocating these learning behaviours, we promote our children to take ownership of their learning, use their curiosity's to further develop and to use skills to maximise progress. Our curriculum has been redesigned in line with the 2014 National Curriculum and provides exciting, challenging and stimulating opportunities to learn as well as providing children with a fascinating vehicle in which to apply their skills across the various subjects. We regularly hold curriculum days / weeks, including British Values, Religious Education and Science, which offer children creative ways in which to engage with topics and subjects.

- willingness to reflect on their experiences

At Ryhill we encourage children to be self-reflective, in particular we promote the children to look back on experiences, think about alternative ways to act in situations and to practise to get a different result. We promote this by holding circle time and philosophy for children sessions which allows for each child's emotional health to be nurtured as well as providing a platform of inclusion for all in terms of their personal situation, beliefs and feelings.

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

At Ryhill we ensure that children are aware of boundaries and promote an understanding of right and wrong behaviour which is reinforced by a strict understanding of school rules. We have a robust behaviour policy that praises behaviour that is right and that respects others and the school rules. As well as this our policy ensures that there are consequences for behaviour that may present more of a challenge.

A successful initiative at Ryhill is our Celebrations Assembly, which is held weekly to recognise and praise children that have earned a good achievement nomination. As well as this, it celebrates 'always children' who stand out because of the positive behaviours they consistently show.

We also have a chance system to promote positive behaviour management and which allows teachers and staff to positively recognise the respect for school rules. It is in these various ways that we encourage children to understand that actions have consequences, whether that is positive or negative, and that they have a duty to behave in a positive way. At Ryhill, less desirable behaviour is dealt with in a strict and efficient manner. More challenging behaviour is recorded in a behaviour log and behaviour charts are used to award positive behaviour. The outcomes of which, are regularly communicated to parents by SLT and class teachers. To monitor progress further, SLT regularly speaks with the pupils to review, evaluate and set new targets if needed.

- 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.

At Ryhill we actively promote children to offer and share their views during all lessons, and in particular during circle time, philosophy for children and through discussion. These opportunities are further used to expose children to other moral beliefs and issues outside of their own experience. This has been reinforced throughout the school by using displays to promote positive behaviour relating to friendship, tolerance and respect. In addition to this we also hold weekly class assemblies that focus on different topics that are aimed at challenging children's thinking about their perception of right and wrong.

The children were tasked to think about how people in these situations may feel and also to respect different viewpoints.

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

At Ryhill, the social development of pupils is taught through both curriculum and non-curriculum activities and experiences. We encourage children to use a range of social

skills in a variety of contexts, and where appropriate skills are taught and modelled to ensure that all children understand the expectation. An example from Nursery to the end of Key Stage One, is the use of provision areas promotes and encourages interaction, collaboration and shared experiences, such as the role play area. In Key Stage Two, we are beginning to use of a wide range of Kagan structures, such as “hand-up, stand-up, pair-up” also promotes these behaviours.

Outside of the classroom, we have play equipment for the children to use at playtime. The play equipment has been specially selected to act as a vehicle to promote sharing, patience and respect, which are key transferable skills that children can use all through their school life in various contexts.

On a wider school basis, we celebrate ‘out of school’ achievements in Celebration Worships through our ‘Incredible Achievements’ wall. We encourage our children to share with us what they do outside of school and share their experiences with their peers.

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

At Ryhill we actively promote children participating in a wide range of social settings, such as singing for the elderly people at a local social group, planting bulbs in the local community and making lunch for our parent action group, embedding a sense of place within a wider community, as well as an opportunity to develop their social skills outside of school.

- 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Ryhill we instil in our children the sense of right and wrong, and build in sessions through curriculum and non-curriculum teaching. These opportunities provide children with a platform to build and shape their character by showing tolerance and respect towards one another and other views. Our school eco-council, elected by peers, take forward initiatives and incentives on behalf of their peers and have opportunities to see their plans put into place. The pupil voice at Ryhill gives children the opportunity to let adults know their feelings and opinions about things that affect them, and enables them to develop life skills as well as encouraging them to be active members of the school and the school community.

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 culture within school and further afield as an essential element of their preparation for life in modern Britain.

At Ryhill we do not have a particularly diverse culture, with only 2.3% of children speaking EAL and 5.2% of pupils from minority ethnic groups. However, we actively encourage children to talk about their heritage, bringing in photographs to share during news or show and tell and inviting parents and grandparents to our learning sessions. We also invite children's families to come in and share their experiences, where it appropriately links to current topics. Our topics are specifically designed to track the history of Britain, and where possible, links are made to teach the children how these events have shaped their own lives, teaching them the value of the various cultural influences 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

We have an elected school eco-council who meet regularly and who represent the pupil view. They are encouraged to hold discussions back in the classrooms in order to ensure items on the agenda can be raised, discussed and followed up effectively. Our school eco-council is modelled on our own parliamentary system including a chairperson and a deputy, secretary, treasurer, link teacher and elected school council members (one from each year group from y1 to y6). This models to the pupils and wider school the key elements and values of democratic Britain.

- willingness to participate in and respond positively to artistic, sporting and cultural opportunities

At Ryhill we provide a wide range of opportunities for children to participate in artistic, sporting and cultural activities, recognising that all children have different interests and skills.

We hold a wide range of sporting after school clubs that are open for all and encourage children to be active. We promote the importance of participation in sports not only from a health perspective, but also to develop and expand key skills. Some examples from our school include:

- Tag Rugby
- Football tournaments
- Multi-skills club
- Indoor athletics

- Cricket
- Cross country

We also provide various opportunities for children to express themselves artistically through the medium of music, dance, drama and art. Wider Opportunities music teaching covers whole class guitar and individual / small group tuition in strings. A group called *Artis* also provide enrichment through the expressive arts.

- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.