

SMSC and Fundamental British Values

SPIRITUAL

Pupils' spiritual development 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
- 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.

What do we do?

- Daily collective worship led by a member of staff, a Methodist Minister or a local church leader
- Termly collective worship led by each key stage with input from minister
- Fortnightly pupil led assemblies
- Participation in local church services
- Celebration of different religious festivals through our collective worship programme
- RE and PSHE curriculum planning includes opportunities for spirituality
- Class circle time
- Curriculum links and projects e.g. Spirted Arts
- Displays of pupils' work in churches
- Whole school approach to wellbeing that includes 5 strategies – connect, be active, take notice, learn and give
- Opportunities for spirituality are utilised and planned (e.g. reflection time to take notice of nature during a class walk)
- Y6 Lord Wharton Project
- Regular visits to local churches
- Visits to places of worship of different faiths
- Annual spiritual development days
- Reflection area at both schools

MORAL

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

What do we do?

- Daily collective worship led by a member of staff, a Methodist Minister or a local church leader
- Termly collective worship led by each key stage with input from minister
- Daily collective worship follows thematic approach encompassing moral and Christian values
- RE and PSHE curriculum planning includes opportunities for morality e.g. class circle time, stories and drama
- School rules: Ready, Kind, Safe
- School behaviour policy, including opportunities for reflection
- Curriculum links and projects
- Charity links and fundraising:
Red nose day and Children in Need collections, Christingle, Rotary Enterprise Challenge
- Work of the School Council and Eco Council
- Quality of adult-child and child-child interaction
- Mentoring programme for vulnerable learners (learning through games and play, circle of friends, regular support and guidance)
- Debating as part of the English curriculum

SOCIAL

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- 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
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

What do we do?

- Daily Collective Worship led by a member of staff, a Methodist Minister or a local church leader
- Celebration of different religious festivals through assembly programme
- Whole school Harvest, Christmas and Easter services held at a local Church
- British values are explored as part of our assembly programme
- Termly collective worship led by each key stage with input from minister
- We recognise that our schools are a social hub for pupils and ensure that they can benefit from this as much as possible
- Regular educational visits and outdoor education – e.g. with Marrick Priory Outdoor Centre
- Residential visits in Y3 – Y6
- Comprehensive range of free of charge after school clubs
- Extended Schools (e.g. dance classes, cubs, scouts)
- Class circle time
- PSHE curriculum
- School vision
- Behaviour policy and learning to learn characters
- Work of the School Council and Eco Council (classes vote for their representatives)
- Pupil responsibilities in school
- Year 5 and 6 Crucial Crew visit
- Charity links and fundraising:
Red nose day and Children in Need collections, Christingle, Rotary Enterprise project
- Families and local community invited into school for events (e.g. curriculum input from the local community, Leavers' Assembly, Quaker involvement in the Christmas Party)
- Transition work – Pre-school to Reception, Y6 – Y7 transition days, whole school transition day
- Cluster sport events
- Well organised PE resources are provided for pupils at break times

CULTURAL

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within 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, musical, sporting and cultural opportunities
- 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.

What do we do?

- Daily Collective Worship led by a member of staff, a Methodist Minister or a local church leader
- Celebration of different religious festivals through assembly programme and the wider curriculum, including RE curriculum planning
- RE, MFL and PSHE curriculum planning includes opportunities for cultural development
- Cultural learning through topic based study
- English planning has links to cultural opportunities
- Collins Big Cat reading scheme (includes lots of cultural content)
- Termly Collective Worship led by each key stage with input from minister
- Class visits to places of cultural interest, including places of worship of different faiths
- Class circle time and discussions
- Comprehensive range of free of charge after school clubs (e.g. art, music, MFL, sign language, sport)
- Visitors from different faiths and backgrounds
- Range of multi-cultural books and resources in school and within school library
- Key stage 1 theatre visit
- Fischy Music and other groups, both in assembly, online and in whole school events
- Cluster sport events
- Visiting sports coaches and specialists
- Swaledale Festival