

Kessingland

Church of England

Primary Academy

British Values and

SMSC Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	July 2019
Review Date:	July 2020
Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

[illegible]

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.



Kessingland Church of England Primary Academy



British Values and SMSC

Respect **Responsibility** **Trust** **Friendship** **Aspiration** **Perseverance**

British Values at Kessingland CE Primary Academy

INDIVIDUAL LIBERTY

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Develop pupil responsibilities e.g. House Captains
- Celebrate individual successes and achievements weekly in Celebration Assembly
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation and learner voice
- Have established School values that are known and communicated by all members of staff
- Encourage and provide reasonable adjustments to enable pupil participation and inclusiveness in all areas of school life.

DEMOCRACY

- Teach pupils how they can influence decision-making through the democratic process
- Involve pupils in the recruitment of new staff
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Organise visits to the local council and Parliament or visitors to come into school
- Hold 'House Captain Elections' so pupils gain first-hand experience and understanding of the democratic process
- Encourage Learner Voice and help pupils to express their opinion, views and ideas.
- Include the views of all parties in school decisions e.g. when choosing school values views were given by governors, parents, teaching staff and pupils.

MUTUAL RESPECT AND TOLERANCE

- Promote respect for individual differences through our PSHE and RE curriculum
- Take part in inter school competitions
- Provide reflection Opportunities in Collective Worship
- Organise visits to places of worship
- Celebrate different festivals e.g. Christmas, Diwali, Chinese New Year
- Understanding how traditions are celebrated around the world – e.g through Christmas performances ‘Christmas Around the World’
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- We promote Young Carers and Young Carers week
- Open children’s minds to disabilities and difference through fundraising events e.g. BSL Spellathon

RULE OF LAW

- Ensure our school rules and expectations are clear, fair and understood by all.
- Help pupils to distinguish right from wrong
- Include visits from the police in the curriculum
- Foster links with our local PCSO
- Have a behaviour policy that uses the 5 point scale and is based on restorative practise
- Give our Year 6 pupils an opportunity to take part in Crucial Crew every year.
- Teach rules and ‘fair play’ through our PE curriculum.
- Give children the opportunity to take part in Bikeability

Spiritual Development at Kessingland CE Primary Academy

Pupil's 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 own experiences

OFSTED STATEMENTS – SMSC – SEPTEMBER 2015

The Spiritual development of pupils is shown by their:		
SP1	ability to be reflective about their own beliefs, religious or otherwise,	
	British Values	Core Values
	Individual Liberty, Respect	Respect
		Tools for Learning
		Improving Learning and Performance
SP2	use this reflection to inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	
	British Values	Core Values
	Respect, Tolerance	Respect
		Tools for Learning
		Learning with Others
SP3	sense of enjoyment and fascination in learning about <u>themselves</u> , others and the world around them	
	British Values	Core Values
	Respect, Individual Liberty	Respect, Aspiration, Responsibility
		Tools for Learning
		Learning with Others, Improving Learning and Performance
SP4	use of imagination and creativity in their learning	
	British Values	Core Values
	Individual Liberty	Perseverance, Aspiration
		Tools for Learning
		Thinking skills, Sense of Self-worth
SP5	willingness to reflect on their experiences	
	British Values	Core Values
	Individual Liberty	Responsibility, Aspiration
		Tools for Learning
		Speaking and Listening, Improving Learning and Performance

	Examples of Spiritual Development
Outcomes for pupils	<ul style="list-style-type: none"> - Our pupils are nurtured to discover and develop their gifts and these talents are celebrated – community successes, pupils of the week - Our pupil's work is shared with a wider audience – celebration assemblies, parent share days, displays at the local church - We celebrate occasions when members of our school family have risen above the ordinary - Achievement includes pupils' personal development and well-being
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> - Our curriculum gives opportunities to explore big ideas, not just in RE. We increase opportunities for 'I wonder....' Questions. - Assessment for learning is used. Higher order questions provide opportunities for pupils to think about and express their own ideas views about what they are learning - Reflection time and silence is valued - We plan learning based on their children's own enquiry and using the pupil's own experiences. - We make sure the outcomes of 'big pieces of learning' are valued and give children the opportunity to share their work with others and display good examples on learning walls - We provide opportunity for meaningful homework or projects that allow pupils to be creative and imaginative
Personal development, behaviour and welfare	<ul style="list-style-type: none"> - Our pupils know that each day they can start 'afresh'. Our behaviour policy is built on restorative practice and forgiveness and reconciliation is valued - Pupils and staff have an inclusive and accepting attitude towards others - Each classroom has a reflective space where pupils can stop, think and reflect
Leadership and Management	<ul style="list-style-type: none"> - There is time for reflection and silence - Our pupils express their understanding of our school's values and Christian vision through words, art and artefacts. We show we value these through displays in high profile places such as the school entrance. - Collective worship is highly valued within the school timetable - There is a sense of belonging to the wider school community and Diocesan family e.g. DNEAT Marathon, working with other schools in the trust, Headteacher attending Diocesan conferences.

Moral Development at Kessingland CE Primary Academy

Pupil's moral development is shown by their:

- Ability to recognise the difference between right and wrong, readily applying 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 being able to understand and appreciate the viewpoints of others on these issues

The <i>Moral</i> development of pupils is shown by their:		
MO1	ability to recognise the difference between right and wrong	
	British Values	Core Values
	Rule of Law	Trust, Friendship, Responsibility
		Tools for Learning
		Independence and Responsibility, Speaking and Listening
MO2	readily apply this understanding in their own lives and, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	
	British Values	Core Values
	Rule of Law	Respect, Responsibility
		Tools for Learning
		Sense of self-worth, thinking skills,
MO3	understanding the consequences of their behaviour and actions	
	British Values	Core Values
	Rule of Law, Individual Liberty	Responsibility, Respect, Aspiration
		Tools for Learning
		Independence and Responsibility, sense of self-worth

MO4	interest in investigating and offering reasoned views about moral and ethical issues	
	British Values	Core Values
	Respect, Tolerance,	Responsibility, Respect
		Tools for Learning
		Speaking and Listening, thinking skills, sense of self-worth,

MO5	being able to understand and appreciate the viewpoints of others in relation to moral and ethical issues	
	British Values	Core Values
	Respect, Tolerance,	Respect, Responsibility,
		Tools for Learning
		Learning with Others, Thinking Skills, Independence and Responsibility

	Examples of Moral Development
Outcomes for Pupils	<ul style="list-style-type: none"> - Success and achievement in all areas is celebrated through displays and photographs
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> - Our pupils recognise the difference between right and wrong - We differentiate work carefully so that all pupils can make progress - Pupils are taught to understand the consequence of their actions - Pupils are taught how to effectively discuss issues taking turns in speaking and respecting the views of everyone. -
Personal Development, behaviour and welfare	<ul style="list-style-type: none"> - Reflection and prayer spaces are provided in all classrooms for pupils to reflect and think - Ground rules are devised and introduced at the start of all meetings and within the classroom - Stories in collective worship and literacy are used to illustrate morals and what happens when people are kind and unfair - We use class collective worship as a tool for thinking about consequences of when pupils have done the right or wrong things and to discuss ways that behaviour could be changed - Collective worship is often planned around moral stories which provide opportunities to reflect on right and wrong - We promote positive behaviour strategies which are rooted in our Christian Values – praising honesty, use of positive praise, house points - Our pupils take responsibility for their own behaviour
Leadership and Management	<ul style="list-style-type: none"> - Christian beliefs and values lie at the heart of our school vision and core values - Our Core Values and values for life are understood by all stakeholders - We treat everyone with respect because Christians believe that everyone is treated in God's image - Our policies are built around the theme of reconciliation - We invite into our school members of faith communities who actively demonstrate compassion and respect for others - Communications are open, truthful and honest

Social Development at Kessingland CE Primary Academy

Pupils' social development 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The Social development of pupils is shown by their:			
SO1	use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds		
	British Values	Core Values	Tools for Learning
	Respect, Tolerance	Friendship, Respect	Learning with Others
SO2	willingness to participate in a variety of communities and social settings including volunteering		
	British Values	Core Values	Tools for Learning
	Individual Liberty	Aspiration, Responsibility, Perseverance	Independence and responsibility, Sense of self-worth
SO3	Cooperating well with others and being able to resolve conflicts effectively		
	British Values	Core Values	Tools for Learning
	Rule of Law, Individual Liberty	Trust, Friendship, Responsibility, Perseverance	Thinking Skills, Speaking and Listening
SO4	acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and Respect and tolerance of those with different faiths and beliefs		
	British Values	Core Values	Tools for Learning
	Democracy, Rule of Law, Individual Liberty, Respect and Tolerance	Friendship, Respect, Responsibility	Independence and Responsibility, Sense of self-worth, Thinking Skills
SO5	pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain		
	British Values	Core Values	Tools for Learning
	Democracy, Rule of Law, Individual Liberty, Respect and Tolerance	Trust, Friendship, Respect, Responsibility, Perseverance	Learning with others, Improving own learning and performance, Independence and Responsibility

	Examples of Social Development
Outcomes for Pupils	<ul style="list-style-type: none"> - Our pupils succeed irrespective of ethnic origin, nationality, gender, religion - Our pupils work and socialise with each other regardless of religion, ethnic and socio-economic background - We celebrate team activities, school productions and individual successes - We promote residential and out of school experiences to support social interactions e.g. Eaton Vale, Hands on Heritage, sports tournaments - Our pupils share their work with one another e.g presentations, assemblies, share events, performances, Christmas productions - We incorporate discussions and hands on experience of elections and law making when appropriate including the use of a democratic house system.
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> - Our pupils are confident when communicating with people who do not speak English or use sign language and has been promoted through whole school learning of BSL - Our pupils include those with disabilities or Special Needs - Our pupils work with different groups within the school e.g. Houses, buddies - Our pupils are taught how to work with others through our core learning skills including 'learning with others' units - We provide opportunities in the curriculum for debates, discussions and times to challenge different values or beliefs in a positive way - Our pupils discuss social issues e.g democracy, recycling, the environment, wealth and poverty -
Personal development, behaviour and welfare	<ul style="list-style-type: none"> - Our pupils show a willingness to participate in a variety of settings and co-operate well with others - Friendships are supported, and support is given to those who find making friendships challenging e.g. buddy systems, friendship benches, social skills groups - Emotional literacy is developed through PSHE, circle time and Core Learning Skills - A strong pastoral support is in place and supported by the local incumbent.

**Leadership and
Management**

- Our policies are rooted in Christian Values
- Provision for transfer and transition is recognised as an opportunity for 'welcoming the stranger'
- Our pupils engage in the school council
- Inclusive values are evident in our policies and paperwork
- Our pupils take part in, and lead aspects of, school life e.g. school council, leading worship, taking part in community events
- Leaders seeks opportunities to share practise across other schools within DNEAT
- Leaders actively support and contribute to local networks e.g cluster meetings, transitional opportunities, Headteacher conferences.
- Pupils are involved in the decision making of school life.
- A strong relationship is established between school and the local parish

Cultural Development at Kessingland CE Primary Academy

Pupil's cultural development 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 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, 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

The Cultural development of pupils is shown by their:		
CU1	understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	
	British Values	Core Values
	Respect, Tolerance, Individual Liberty	Respect, Responsibility
		Tools for Learning
		Improving own learning and performance, Sense of self-worth, thinking skills
CU2	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	
	British Values	Core Values
	Respect, Tolerance, Individual Liberty	Trust, Friendship
		Tools for Learning
		Learning with others, Thinking skills
CU3	knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	
	British Values	Core Values
	Democracy, Rule of Law	Respect, Responsibility
		Tools for Learning
		Thinking skills, Speaking and Listening
CU4	willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	
	British Values	Core Values
	Individual Liberty	Friendship, Responsibility, Perseverance
		Tools for Learning
		Learning with others, Improving own Learning and Performance, Independence and Responsibility, Sense of self-worth, Listening and Speaking, Thinking skills
CU5	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	
	British Values	Core Values
	Respect, Tolerance	Friendship, Trust, Respect, Responsibility
		Tools for Learning
		Learning with others, Improving own learning and performance, Thinking skills

	Examples of Cultural Development
Outcomes for Pupils	<ul style="list-style-type: none"> - Children learn about aspirational and inspiration people from different cultures e.g. Ghandi, Martin Luther King, - Important religious and cultural celebrations are highlighted e.g. Chinese New Year, Diwali, Harvest, Eid Ul Fitr - Pupils are encouraged to take part in other cultural activities e.g. learning the Haka, Indian Dancing -
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> - We embrace new art forms such as the use of digital technology - We visit places of worship, museums and places of interest - Our pupils use the internet to explore cultures around the world - Our library is an important hub in the school, not only providing resources for pupil work but also encouraging reading for pleasure and the use of digital technology - We make links between the school curriculum and local industries e.g. The Local Fishing Industry - Pupils have the opportunity to explore their Christian Cultural Heritage
Personal development, behaviour and welfare	<ul style="list-style-type: none"> - We appreciate the background of all in the community - We actively challenge and prevent racism and other forms of prejudice and discrimination -
Leadership and management	<ul style="list-style-type: none"> - Community and social cohesion is embedded within the life of the school. We have active links with our wider community - We value diocesan links - We take part in local and national events of significance e.g. Olympics, Queen's 90th Birthday -