



# Kingfisher

CE ACADEMY



## **British Values and Spiritual, Moral, Social and Cultural (SMSC) Policy**

**Discovering and Learning Together, so all can Flourish.**

‘A tree planted by streams of water, which yields its fruit in season’ (Psalm 1:3)

**Wisdom – Hope – Service – Resilience**

### **Overall aims and Rationale**

We recognise that our school is a diverse community, which welcomes children and staff from all over the world. We take great pride in celebrating the vast range of cultures, ethnicity, and beliefs, whilst upholding our Christian values that are at the core of everything we do. This policy

references these values through fundamental British Values. At Kingfisher we promote Spiritual, Moral, Cultural and Social development and British values through our PSHE and RE curriculums, the wider curriculum and through Collective Worship.

In November 2014, in the document 'Promoting fundamental British values as part of SMSC in schools' the DFE stated that:

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. '

(The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>)

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

## **The Wider Curriculum**

We provide enriching opportunities throughout the year to support the teaching SMSC, British Values and PSHE such as, Anti-Bullying Week, Online Safety week, Pilgrimage, Working with schools in Uganda and RE days and experiences throughout the year. We develop relationships within our community and work with individuals in the community to provide experiences and opportunities for all our learners. Our whole school termly questions are designed to promote understanding, belonging and acceptance to all our school community.

**Collective Worship** at Kingfisher lies at the heart of the curriculum and focuses on the four core values (Hope, Wisdom, Service and Resilience) over the course of a year.

Collective Worship is carefully planned with our Chaplain who leads one assembly each week. Each week's theme is planned to incorporate stories from the bible and contemporary picture books making close links to British Values. We have four whole school Collective Worship assemblies, one of which incorporates our Celebration assembly and one class Collective Worship. A script for the opening and closing of collective worship is used to promote belonging and consistency.

At Kingfisher our children will learn about the similarities and differences in our multicultural, multi-faith community. They will reflect on what it means to have faith and to develop their own spiritual knowledge and understanding. They will develop knowledge and understanding of Christianity, other major world religions and value systems found in Britain. We encourage children to share their beliefs and traditions, and to share these with their peers. Our collective worship gives children time to learn about the celebrations in all major world faiths. In our multi-faith school community, children of all faiths are given the opportunity to share their customs. Through these times, we aim to develop an understanding of religious traditions and to appreciate the cultural differences in Britain today. Opportunities like these mean that diversity is respected and embraced by all in the community. It also encourages children to see themselves as part of the local, national and global community. We highly encourage children, families,

parents and those in the local community to reach out, talk and share their faith with the school during collective worship and RE lessons to enrich our curriculum and broaden our children's experiences.

**Our RE curriculum** allows for all children to study the belief system of all the major faiths through 'Discovery RE' as well as deepen their understanding of Christianity through the scheme 'Understanding Christianity'. This scheme endeavours to teach the theology behind the Christian Faith so that our children leave Kingfisher understanding the key concepts of Christianity. Through RE teaching, children learn about religious traditions and learn to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. They are encouraged to recognise similarities and differences between all faiths and ponder the 'Big Questions' as a collective group. E.g. Why was I created? We use their experiences at religious festivals such as Harvest, Easter, Eid and Divali etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

### **British Values:**

At Kingfisher CE Academy, pupils are encouraged to regard others of different faiths, races and cultures with respect and acceptance. We exercise the importance of understanding that although we may hold different views; all people living in England are subject to its law and therefore are expected to uphold values of freedom of speech, the rule of law, individual liberty, democracy and mutual tolerance and respect. The teaching of British Values is threaded through the school PHSE scheme of work and across Collective Worship to prepare our learners for life in modern Britain.

Through our provision we aim to:

- Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
- Enable pupils to distinguish right from wrong and behave accordingly.
- 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.
- 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 democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a result, the pupils will:

- Understand how citizens can influence decision-making through the democratic process.
- Have an appreciation that living under the law protects individual citizens and is essential for their wellbeing and safety.
- Understand that freedom to choose and hold other faiths and beliefs are protected by the law.
- Acceptance that other people having different faiths and beliefs to oneself should be accepted without prejudice or discrimination.

- Understand the importance of identifying and combating discrimination.

### **British Values and SMSC inclusion:**

We teach British Values and SMSC to all children, regardless of their ability, culture, or beliefs. As a school we will actively challenge behaviours or beliefs which do not align with our policies and actively encourage our children to become courageous advocates for positive change and social justice. Our scheme of work for PSHE allows teachers to adapt learning as needed for cohorts, small groups and indeed, individuals.

### **Promotion of this policy**

The SMSC Specialist will be responsible for:

- Overseeing the subject, monitoring and reviewing the policy
- Managing and updating resources for SMSC, PSHE
- Attending, organising or developing appropriate training for staff
- Organising relevant visitors or trips and ensuring that they adhere to and reflect the values upheld by the school.
- Ensuring that British Values, SMSC and PSHE remain a high focus within the school through the development of theme weeks e.g. Anti bullying Week.
- Incorporating democracy into school life e.g. use of school council elections, discussion of election of a new prime minister.
- Working closely with the other curriculum specialists to ensure appropriate curriculum coverage and progression.

We strive to ensure all Academy Councillors, staff, parents, and children are aware of this policy:

- Local Board: All Local Board members read and ratify the policy through Academy Council Meetings.
- Staff: New staff should be made aware of the policy as part of their Induction process. The policy and procedures will be discussed with staff and revised as necessary.
- Parents/carers: This policy, the PSHE policy including an outline of the PSHE curriculum will be made available on the School Website.
- Children: children will obtain an understanding of their rights through the deliverance of PSHE.

### **Monitoring and Evaluation**

The subject leader will update the policy if the DFE introduces new requirements or guidance.

Evaluation takes place through:

- Regular monitoring of legislation
- Internal monitoring of books and pupil voice and parent voice (through parent surveys)
- Attending training and networking workshops
- Liaising with subject leaders from other schools within DBAT.

### **Appendix to British Values / SMSC Policy**

#### **Key References:**

A full list of references can be found below:

- Childline: *Confidential free helpline for children* 0800 1111
- Anti-Bullying Campaign :*Advice for parents and children* 0207 378 1446
- Stonewall project against homophobic bullying.
- The CofE report on Valuing All God's Children, authored by Katy Staples
- KCEA Safeguarding Policy
- KCEA Anti Bullying Policy
- KCEA Online Safety Policy
- <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/595828/170301\\_Policy\\_statement\\_PSHEv2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/412291/Personal Social Health and Economic PSHE Education 12 3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412291/Personal_Social_Health_and_Economic_PSHE_Education_12_3.pdf)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC Guidance Maintained Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)
- (The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>)
- ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC Guidance Maintained Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)) **Promoting British Values guidance DFE Nov 2014**
- 'Keeping Children Safe in Education' DFE September 2019
- Equality Act and schools 2010
- Relationships Education, Relationships and Sex Education (RSE) and Health Education. Draft Statutory Guidance (Feb 2019)

## History of most recent policy changes and review period

Date	Page	Change(s) made	Origin of Change (e.g. TU request, change in legislation)
October 2023	All	New Policy	

Policy Owner	<b>J Connell</b>
Date Adopted	<b>October 2023</b>
Latest Review Date	
Next Review Date	<b>September 2024</b>
Level	<b>Level 4</b>
<i>DBAT Policy levels:</i>	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council