

## Forres Sandle Manor (Non-Academic) Policy

Policy Title	<b>Spiritual, Moral, Social and Cultural Policy (including British Values statement)</b>
Policy Lead (Appointment (& Initials))	<b>Deputy Head (Pastoral) JC</b>
Date of Last Review	<b>May 2019</b>
Date of Next Review	<b>May 2020</b>

### SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Written with due regard to DfE Publications: *Improving the spiritual, moral, social and cultural (SMSC) development of pupils, (2013 and 2014), promoting fundamental British values as part of SMSC in schools (2014).*

#### **INTRODUCTION**

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, kindness, honesty, respect for difference, thoughtfulness, moral principles, independence, and self-respect. At Forres Sandle Manor School (FSM) we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school ethos and beliefs, Boarding Mission Statement and reflected in the FSM way.

#### **MISSION STATEMENT / LINK TO VISION**

FSM believes that the Pastoral care, happiness and welfare of the children is at the heart of all that we do. Our vision is that every child will have ambition to achieve, show respect which will lead to happiness and develop team work through a sense of belonging. We feel that effective SMSC development is central to this.

#### **DEFINITIONS**

We use the Ofsted 2014 definitions to help us define SMSC (Spiritual, Moral, Social and Cultural) development:

Spiritual = Beliefs, religious or otherwise, which inform children' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

Moral = Ability to recognise the difference between right and wrong and children's readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

Social = Use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural = Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

## **AIMS**

At FSM we share, support and strive to achieve the Independent School Standard Regulations & OFSTED pupil aims for SMSC:

To be spiritual:

- Develop self-assured, confident, happy, positive young people.
- Develop pupils' self-knowledge so they gain an 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.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Develop use of imagination and creativity in their learning.
- Have a willingness to reflect on their experiences.

To be moral:

- Develop an 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.
- Gain an understanding of the consequences of their behaviour and actions and accept responsibility for their actions.
- Have a respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- Develop a willingness to question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
- Grow an 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.

To be social:

- Learn to articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence.
- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Understand and willingness to contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and promotion of 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.
- Promote celebrating achievement and encouraging pupils to have the confidence to undertake difficult tasks and have a wide range of experiences.

To be cultural:

- Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Develop an 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.
- Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Further 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.

## **SMSC IN THE EARLY YEARS**

At FSM Early Years Foundation Stage (Nursery and Reception) we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. Nursery rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. This is continued as children move into Reception and start to learn all of our special whole school rules. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in staff's planning and purchasing decisions.

### **Spiritual Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

### **Moral Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.

- Show respect for the environment.
- Make informed and independent judgements.

### **Social Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Begin to understand the need for social justice and a concern for the disadvantaged.

### **Cultural Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

### **Teaching and Organisation within the EYFS**

Development in SMSC will take place across all areas of learning, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Group discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different.

- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively
- Take responsibility: Pre Prep– snack choice, sensory garden, Creative Key Skills Curriculum based upon the children’s questions.
- Act independently: collecting snack/going to lessons with decreased supervision.

### **Links with the Wider Community in EYFS**

- Visitors are welcomed into EYFS.
- Links with the Church are fostered.
- The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the child.
- Children will be taught to appreciate their local environment and to develop a sense of responsibility to it. This includes helping to care for our garden and Forest School areas.

### **KEY STAGE 1, 2 AND 3**

In order to assist pupils to develop into self-assured, confident, happy, positive young people

The 1989 UN convention on the *Rights of the Child* and the *BSA Commitment to Care Charter* are upheld and respected within the School. The Children’s Right to safety is monitored and maintained through our stringent Health and Welfare, Child Protection and Safeguarding policies procedures.

FSM possesses a broad net of pastoral care where the welfare of the children is discussed regularly between tutors and staff during Staff and Resident meetings. Daily updates appear on the Deputy Headmaster’s Board. Staff are made aware of our most vulnerable pupils and there are regular notices of action plans for pupils that are particularly struggling.

There are many opportunities to articulate and justify feelings. Pupils are widely notified who they can approach both within and outside of school (NSPCC, Child line, ISI, Office of the Children’s Commissioner), if they are worried about anything and regularly reminded of our ‘Who to Talk to’ signs. (also present in Journals and Boarders’ Handbook).

The school works closely with Total Children’s Therapy to facilitate regular visits from a qualified Counsellor to supplement the regular visits made by our Independent Listeners.

### **BEYOND THE CURRICULUM**

We deliver SMSC through a variety of ways beyond the curriculum:

- Circle time.
- Student Leadership e.g. School council, Boarding Council, E-safety Council.

- Pupil voice: Boarders' Meetings, Position of Responsibility suggestions, Pupil questionnaires (Induction process, Post CE programme etc.).
- Responsibilities: Positions of responsibility, Year 7/8 rotas, ICT Prefects, Librarians, Shadowing, Meal time roles, Queue monitors, Boarding roles, Year 7 and 8 Readers, looking after animals within school.
- Peer Mentoring Programme. (Fiendishly Sensitive Mentoring).
- Assemblies have a Spiritual, Moral, Social or Cultural theme.
- Celebration Assemblies, HMC's and Subject certificates, House points, Boarding stars publically recognise positive examples of S.M.S.C. behaviours.
- Published School Behaviour Policy, Golden Rules and Boarding guidelines (pupils involved in process of these).
- Through community projects, for example, our Harvest Festival or Christmas Child shoe box collection etc.
- Our extensive Extra-Curricular Programme.
- Debating events.
- Leading and taking part in charity work e.g. NSPCC, Cancer Research, Children in Need, Sport Relief etc.
- Links with local schools: Sharing of FSM facilities, Fixtures, Sports tours, Music events, Performances, Year 8 Walhampton link, Child Bereavement Support training.
- School productions e.g. our Nativity, Middle School and Year 8 Productions, summer performances, music concerts etc.
- Project Week.
- Visitors in to school e.g. local pastor. All visitors in to school are vetted first and it is ensured that they speak to the children in line with this and our Preventing Radicalisation policy. 'Visitors to the school' Policy indicates who is responsible for selection, vetting, briefing and supervision of visitors - See also 'School Contractors' Policy.
- Links with local places of worship.
- Numerous informal opportunities, meal times, with dormitories.

### **HOW THE CURRICULUM CONTRIBUTES TO SMSC IN KEY STAGE 1, 2 AND 3**

At every stage of production children are encouraged to make constructive criticism about their work and set SMART personal termly targets or weekly goals with staff aiding the process to ensure children are intrinsically rewarded.

### **The Contribution of PSHCEE**

PSHCEE contributes to our children' SMSC development through:

- Talking about personal experiences and feelings in the context of emotional wellbeing.
- Clarifying and expressing their own ideas, beliefs and values as well as respecting the ideas, beliefs and values of others through topics such as anti-homophobia, equal rights and e-safety.
- Considering the needs and behaviour of others and showing empathy.

- Speaking about and finding ways to deal with difficult events, e.g. bullying, death, peer pressure, situations that present risk.
- Exploring what healthy relationships with friends/family/others looks like.
- Thinking about how moral principles regulate behaviour and relationships with others.
- Understanding their personal rights and freedoms, and how to exercise these safely.
- Understanding of society's shared and agreed values.
- Learning about different models of democracy and taking part in votes, pupil voice questionnaires and pupil councils.
- Visits from authorities such as the police, fire services or ambulance service that reinforce the importance of the rule of law and the importance of serving the community.

### **The Contribution of English**

English contributes to our children's SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Using lesson activities such as discussion and conscience alley to explore dilemmas and moral stories.
- Children introduced to range of cultures and lifestyles through poetry and encouraged to voice / record their ideas about different characters.
- Debating competitions.

### **The Contribution of Mathematics**

Mathematics contributes to our SMSC development through:

- Spiritual development: through helping children obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping children work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping children appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

### **The Contribution of Science**

Science contributes to our children's SMSC development through:



- Encouraging children to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

### **The Contribution of Computing**

Computing and ICT contributes to our children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world. (Social Media etc.)
- Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying.
- Acknowledging advances in technology and appreciation for human achievement.

### **The Contribution of History**

History contributes to our children's SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling children to reflect on issues such as war, conquest, invasion, slavery etc.
- Showing an awareness of the moral implications of the actions of historical figures.
- Looking at the establishment of multi-cultural Britain.
- Addressing directly the position of various groups in historical societies.
- Showing an awareness of the moral implications of the actions of historical figures.
- Taking students on trips to significant battle fields, memorial sites and other suitable locations to develop moral and social consciousness and empathy skills.

### **The Contribution of Geography**

Geography contributes to our children's SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Study of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

### **The Contribution of Modern Foreign Languages**

Modern Foreign Languages contributes to our children's SMSC development through:

- Reflecting on the huge diversity of different languages in our world that have been developed by people to express themselves, their ideas and beliefs.
- Helping children to make a personal response to right and wrong based on their understanding of a text in the foreign language and consider other peoples' responses to moral issues.

- Communicating for a purpose with people from other cultural and social backgrounds
- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Developing social skills through group activities and communication exercises.
- Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people.

### **The Contribution of Latin (Taught as an elective)**

Latin contributes to our children's SMSC development through:

- An awareness of universal aspects of religion, freedom, slavery and democracy.
- Making comparisons with modern European customs.
- Reading Ancient Greek tales with moral 'twists'.
- Developing self-discipline and analytical skills through translation.
- Promoting good collaborative skills with pair and group work.
- Study of the etymology of Latin words, providing a rich cultural reference; e.g., the words *moral*, *spiritual*, *social* and *culture* all come from Latin roots ('*mos*, *moris*' = the customs of a community, '*spirare*' = to breathe, '*socius*' = ally, and '*cultura*' = growth).

### **The Contribution of Religious Studies**

RS makes a distinctive and substantial contribution to the delivery of SMSC:

- Provides a context to develop an understanding and appreciation of diversity, promotes shared values and challenges prejudice (e.g. racism and discrimination), within school community, local community, UK community and global community.
- Provides opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding (and tolerance) of other cultures and beliefs.
- Raises pupils' awareness and understanding of how religion shapes our society and culture.
- Promotes a positive and inclusive ethos that supports democratic values and human rights.
- Provokes challenging questions: about the meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human.
- Develops pupils' knowledge and understanding of Christianity, of other principal religions, religious traditions and worldviews.
- Enables pupils to make links between the world views people have and current affairs going on around them.
- Encourages pupils to explore their own beliefs (religious and non-religious) and examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; this also helps to build resilience to anti-democratic or extremist views.
- Enables pupils to build their sense of identity and belonging.
- Prompts pupils to consider their responsibilities towards both self and others, and to consider how they might contribute to their community and wider society.

- Encourages empathy, generosity and compassion.
- Provides a stimulating environment for discussion and debate.
- Encourages social development as pupils work (sing, perform, etc.) together.
- Allows pupils the space and security they need as they begin to develop their own understanding of the world around them.
- Collective worship allows time for personal reflection and prayer.
- Contributes to pupils' personal development and well-being.

### **The Contribution of Art**

Art contributes to our children's SMSC development through:

- Art lessons develop children's aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving children the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.
- Pupil pieces celebrated through display around school, entry into competitions and public exhibitions.

### **The Contribution of Design and Technology**

Design and Technology makes a contribution to children's SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives. Where appropriate, how the misuse of materials and inventions can adversely affect our lives and the societies we live in.
- Awareness of the moral dilemmas created by technological advances. Moral responsibility to use the DT resources wisely and not be wasteful, recycle waste material appropriately wherever possible.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

### **The Contribution of Music**

Music contributes to our children's SMSC development through:

- Teaching that encourages children to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Leading children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.
- Listening to music together and celebrating e.g. Proud assembly on Fridays, our special whole school songs etc.

- Participation within performances as class groups, ensembles, orchestras and as individuals both within and outside of FSM.
- Completion of internationally recognised examinations (ABRSM Trinity –Guildhall, Rockschoo and LCM).

### **The Contribution of Physical Education and Games**

Children's SMSC development is actively promoted through PE and Games by:

- Activities involving co-operation, teamwork, competition, rules, dealing with success and disappointment, leadership opportunities, self-discipline and fair play.
- Celebration of sporting achievements and effort: Celebrations assemblies, Player of the Game announcements, Colours, Match reports, notable achievements.
- Exploring a variety of sports and traditions of a variety of cultures from around the world.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

### **The Contribution of the Learning Centre**

Children's SMSC development is actively promoted through the Learning Centre by:

- Discussion of personal dilemmas/problems.
- Self-evaluation and problem solving.
- Frequent discussions about 'right and wrong' both through reading and if children 'make mistakes' in their own behaviour.
- Social stories for children with social difficulties.
- LC Teachers often discuss their pupil's behaviour with the pupil and help form strategies to cope better next time.
- Children are helped to gain an understanding of how they learn and that any perceived learning difficulty is only one aspect of themselves as a person. They are helped to gain a bigger picture and value their strengths as a human being over their ability to read and spell.
- It is important for children to understand that making mistakes is part of the learning process and to be encouraged.

### **RESPONSIBILITY OF HEADS OF DEPARTMENT (HODS) IN IMPLEMENTATION OF POLICY**

All HODs must consider SMSC development when writing their action plans and planning for their subjects. Our PSHCEE teachers will take a lead on developing opportunities e.g. links with other schools for key pieces of SMSC work.

Responsibility of Senior Management Team and Governing Body in implementation of policy:

- Provision for SMSC is monitored and reviewed by the SMT, teachers, children and Governors.
- Staff share classroom work and practice.

- The implementation of this policy is the responsibility of all staff.

### **COMMUNICATION OF POLICY TO OTHERS**

This policy will be shared with all staff and stored in the TEACHERS\POLICIES\Non-Academic Policies of the school Network for reference.

## **Appendix 1**

### **BRITISH VALUES STATEMENT**

FSM School is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting these values. We encourage admissions from all those entitled to education under British law regardless of faith, ethnicity, gender, sexuality, political or financial status. We are a school for all.

#### **Promoting British Values at Forres Sandle Manor**

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of:

Democracy

The rule of law

Individual liberty

Mutual respect

Tolerance of those with different faiths and beliefs."

At FSM, we already promote the core aspects of British values through the SMSC (Spiritual, Moral, Social and Cultural) work that is integrated throughout every year group. This work has been reviewed and enhanced by the explicit views noted above. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for pupils.

As a school community, we value and celebrate this country's diverse heritage. Alongside this, we value being part of Britain. In general terms this means that we celebrate traditions in the course of the year, for example, Harvest Festival and Remembrance Day during the Autumn Term.

In addition, through the ethos of the school and the systems in place, British values are reinforced in the following ways:

#### **Democracy**

Pupil voice is significant in regards to life at FSM. The school council, boarders' council, and e-safety committee, which are elected in a democratic way, provide the pupils' opportunity to raise issues, and put forward their suggestions for new initiatives. Through all areas of the curriculum and at all stages of our school, children are taught the importance of listening to others and their viewpoint, allowing the pupils to gain a full understanding of democracy.

Pupil questionnaires and interviews are also conducted throughout the year. We know that the formation of the various councils and committees and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

## **The Rule of Law**

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through assemblies, circle time, life skills (PSHEE) and our curriculum as a whole.

Pupils are taught from an early age the rules and values of our school. As an example our House Points system rewards children for, amongst other things, good work, helpfulness and good levels of effort. Equally, the consistency shown in dealing with negative behaviour ensures that all children learn the importance of laws, not just within school but within the community and country. It also helps them to understand the reasons behind the rules and the consequences if they are broken.

## **Individual Liberty**

Making the right choices and being responsible for them are important principles at FSM and they are reinforced throughout the school. All children receive equal opportunities and are encouraged to be independent in making the choice that is right for them. Our pupils are actively encouraged to make informed choices, knowing that they are in a safe and a supportive environment. We provide boundaries for pupils to do this, thus empowering them to make good decisions. This also incorporates understanding how to remain safe through Life skills (PSHCEE) and E-safety sessions. Pupils are encouraged to know, understand and exercise their rights and personal freedoms. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

## **Mutual Respect**

Mutual respect is at the heart of our aims as a school, respect is one of the three key traits in our 'FSM Way'. Children at FSM learn that their behaviours have an effect on their own rights and those of others. Listening to others and behaving as we would want others to behave towards us are important features of everyday school life. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms. Our 'Fiendishly Sensitive Mentoring' and House system promotes mutual respect between pupils from different school phases.

## **Tolerance of Those of Different Faiths and Beliefs**

At the FSM, we actively promote diversity through our celebrations of different faiths and cultures. School assemblies, Religious Education lessons and Life skills (PSHEE) lessons reinforce messages of tolerance and respect for others. At various stages of their time at FSM, the children visit places of worship that are important to different faiths. We also invite members of different faiths and religions to speak in class and at whole school assemblies. Through our curriculum and the routines of our daily school life, we strive to demonstrate

tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

### **British History**

Through the study of British history, pupils are taught to understand the different periods in our history in a chronological order. In addition, cross curricular topic work linked to the study of specific periods in British history underpins notions of our shared heritage, values and traditions.

### **Commitment to Charity Work**

We encourage our pupils to participate in and support good causes and charities. This reinforces that there are large numbers of people both at home and overseas who are much less fortunate than ourselves and who deserve our support. The school and its pupils and staff support a range of charities each year to underline and reinforce this value in the school.