



**Fitzwaryn School**

**British Values and Spiritual, Moral, Social and Cultural Development**

**School Values:** Friendship, Respect, Perseverance, Co – Operation, Fairness and Peace

**British Values:** Democracy, The Rule of Law, Individual Liberty, Mutual Respect

<p><b>Spiritual Development involves:</b></p> <ul style="list-style-type: none"><li>• <i>The development of insights, principles, beliefs, attitudes and values which guide and motivate us.</i></li><li>• <i>A developing understanding of feelings and emotions which support reflection and learning.</i></li><li>• <i>Developing recognition that pupils own insights, principles, beliefs, attitudes and values influence them in their lives.</i></li></ul>	<p><b>Moral Development involves:</b></p> <ul style="list-style-type: none"><li>• <i>Self-value and understanding of capacity to develop and grow.</i></li><li>• <i>Relationships – valuing others for themselves.</i></li><li>• <i>Society – valuing truth, freedom, justice, human rights, the law and promotion of the common good.</i></li></ul>	<p><b>Social Development involves:</b></p> <ul style="list-style-type: none"><li>• <i>Pupils interests in and the understanding of the way communities and societies function at a variety of levels and their responsibility towards ensuring this.</i></li><li>• <i>Pupils developing social skills to work and live effectively with each other.</i></li><li>• <i>Positive participants and contribution that may include conflict resolution.</i></li><li>• <i>Functioning effectively in a diverse society by modelling mutual respect of others and of property and socialising with pupils from different religions, ethnic and socio – economic backgrounds.</i></li></ul>	<p><b>Cultural Development involves:</b></p> <ul style="list-style-type: none"><li>• <i>Ensuring that pupils understand and respect their own culture and reject discrimination based on difference.</i></li><li>• <i>Developing a willingness to participate in new experiences and to develop awareness of music, art, dance, literature etc. in different cultures.</i></li></ul>
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<p><b>British Values and the links to Spiritual Development</b> <b>May be evidenced in:</b></p> <p>School Values School rules Class rules Equality and respect for all Focus of the pupils on the acquisition of Empathy Reflection on experiences Pupils leaning about themselves Teachers encourage reflective response Teachers encouraging students to show mutual respect and tolerance for those from different faiths</p>	<p><b>British Values and the links to Moral Development</b> <b>May be evidenced in:</b></p> <p>Behaviour and Emotional Support policies – ascribed to all members of the school community. Effective Equality policies and practices. Opportunities across the curriculum to explore and develop moral concepts and values. Safe environments where pupils feel able to express their views/individualism and to contribute to processes that ensure others feel safe. Respect for all. Pupils to expect to be cared for and who understand consequences of behaviours and actions. Recognition and respect for different cultures in the school and wider community IEPs.</p>	<p><b>British Values and the links to Social Development</b> <b>May be evidenced in:</b></p> <p>Fostering a sense of community with inclusive values that ensure all members of the community can flourish. Pupils being supported to respect social differences and to work cooperatively together through inclusive whole school experiences. Deliberate teaching and modelling of personal qualities which promote resilience and interaction e.g. respect, empathy, conflict resolution. Pupils being provided with the opportunities to increase independence and responsibility skills within the school and in the community.</p>	<p><b>British Values and the links to Cultural Development</b> <b>May be evidenced in:</b></p> <p>Curriculum opportunities provided to enable pupils to explore cultural values and to participate in literature, drama, music, craft in relation to local, national and global communities. The effectiveness of action taken to reduce discrimination related to race, religion, gender, sexual orientation. The development of partnerships with outside agencies to extend pupils cultural awareness e.g. theatre visits, museum, galleries, visiting artists. Displays. Posters, exhibitions that reinforce cultural development.</p>
<p><b>Spiritual Development</b> <b>How is it evidenced at Fitzwaryn?</b></p> <p>Emotional Vocabulary development How you feel thermometers Outdoor learning/residential Self Esteem programmes Circle Times Celebration Assemblies Charity work SEAL Values Education Programme Yoga Sensory curriculum Sensory Theatre RE Assemblies Relaxation Music Art</p>	<p><b>Moral Development</b> <b>How is it evidenced at Fitzwaryn?</b></p> <p>Positive Behaviour Policy Charity appeals Anti – Bullying Week (SEAL) Visits to community e.g. old people’s homes/day centres Pupil Voice (ECO and School) Councils Conflict resolution PSHE curriculum Communication groups – strong emphasis on social and moral development Lunchtime targets SEAL Class jobs/taking responsibility Drama club Circle times Ethos of mutual respect Code of Conduct Tree</p>	<p><b>Social Development</b> <b>How is it evidenced at Fitzwaryn?</b></p> <p>Anti-Bullying week(SEAL) Circle time School Council Clubs e.g. drama/cooking club School visits including upper school and lower school residential trips ECO council PHSE initiatives SEAL Transition Work Experience Enterprise Schemes Communication groups Role Play opportunities In reach Integration Citizenship/current affairs</p>	<p><b>Cultural Development</b> <b>How is it evidenced at Fitzwaryn?</b></p> <p>Projects linked to other countries Sign language Art, Music events Celebration Days – e.g. Chinese New Year, French week Links with other schools Visits from people belonging to different faiths and /or cultures Visits to church and other places of worship Visit to the House of Commons on the invitation of the Speaker Use of Sensory Theatre Cooking Use of range of gender/races on symbols used and in teaching resources Theatre trips Artefacts</p>

<p>Reflection encouraged  Visitors into school  Equality Objectives  Different ministers/pastors leading end of term assemblies  Harvest festival  Prayers  Grace at lunchtime  Communication groups  Therapies – Drama, Music  PSHE  Use of diary writing  Lesson plans  Art  Tree week  International Schools Award  Commonwealth themed days  Whole school Commonwealth theme for summer term.  PSHE around election time  Team Enterprise  Student Centre visit to parliament  Local MP, Ed Vaisey for lunch  Voting for class reward  Easter Assemblies  Collective Worship</p>	<p>Mutual respect tree  Age appropriate responsibilities  Assemblies  RE lessons  Work experience  Lesson plans  Tree week  International Schools Award  Commonwealth themed days  Commonwealth sports day  French trip/Cafe  Whole school Commonwealth theme  Following and understanding school rules</p>	<p>Community Projects with partner schools  Setting table at Old People’s home  Coop – community links  IEP – personal targets  Travel training  Lunchtime/Snack/Playtimes  Soft play room  Community PE  Assessment for Learning  Enterprise  Charity support  Duke of Edinburgh Award  OSLO facilitating participation at Beatbox, FitzKids Holiday Club  Lesson plans  International Schools Award  Commonwealth themed days  Commonwealth sports day  Trips abroad  Residential trips  Whole school Commonwealth theme for summer term  School fete 2018  Panathlon</p>	<p>Music – experience of different cultures  Themed weeks – Africa  Resources in school to address cultural needs e.g. espresso  Library resources  Story sacs/Book bags  Sensory theatre  PHSE curriculum planning  Artists in school e.g. Festival of Lights  Participation in Shakespeare for Schools  Lesson plans  International Schools Award  Commonwealth themed days  Residential trips  Trips abroad  Whole school Commonwealth theme.</p>
<p><b>Impact on pupils</b>  Children start to show empathy, start to relax and show ability to reflect on own and others’ achievements.  Pupils develop attitudes, values and principles. There is an increased ability for them to centre themselves, empathise with others and see beyond the self.  Pupils have time to reflect/calm down which positively impacts on their behaviour.  Pupils are able to remember/recollect.  All these things are part of their routine eg. They will not start eating until Grace has been said.</p>	<p><b>Impact on pupils</b>  Pupils have more confidence in themselves and in their community.  Pupils are able to give reasons for things being right and wrong  There is no fighting in school and a positive atmosphere pervades.  Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.  Pupils have very clear values which impacts on their behaviour, they have a definite sense of what is right and what is wrong.</p>	<p><b>Impact on pupils</b>  Pupils know how to interact appropriately with others. Pupils model good behaviour to each other.  Pupils are able to socialise with a wide range of people. We always receive positive comments from the community when we go on trips and when we receive visitors.  Pupils are able to cope with a variety of situations.  Pupils build relationships and friendships.  Increased confidence at school goes beyond the school gates to situations such as work experience and social clubs</p>	<p><b>Impact on pupils</b>  Pupils are more familiar with and aware of people from different cultural backgrounds which helps to contribute to a positive atmosphere in school.  Pupils are willing to participate in a variety of activities, including sensory activities.  Pupils have an understanding of a world outside their own.</p>

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<b>Examples of how Fitzwaryn teaches our students about British Values</b>			
<p><b>INDIVIDUAL LIBERTY</b></p> <ul style="list-style-type: none"> <li>• Mutual respect in the classroom and around school</li> <li>• Teaching life skills</li> <li>• Allowing for individual voices</li> <li>• Philosophy for Children within communication teaching the children to have a voice and opinion</li> <li>• Relaxation Yoga</li> <li>• Respecting and understanding that rules are there to keep us safe and stop you harming anyone</li> <li>• E safety – responsibility to keep safe on social media</li> <li>• Anti-bullying</li> <li>• Teaching students to communicate and express themselves and their feelings</li> <li>• Making choices- understanding there are consequences for these choices.</li> <li>• Students given the choice to opt out of things they feel uncomfortable with</li> <li>• Assemblies</li> </ul>	<p><b>RULE OF THE LAW</b></p> <ul style="list-style-type: none"> <li>• Following and understanding school rules in structured and unstructured environments</li> <li>• Following and understanding class rules</li> <li>• Knowing the police are there to ensure everyone follows the rule and do not break the law. They are there to help us.</li> <li>• Following the rules of the game</li> <li>• Work experience</li> <li>• Anti-bullying</li> <li>• History lessons</li> <li>• Lives of historical figures Malcom X and Martin Luther King</li> <li>• Following rules in different environments</li> <li>• In communication lessons <ul style="list-style-type: none"> <li>- Learning who to trust to help keep themselves safe</li> <li>- Learning what to do if someone asks them to do something that they know is wrong</li> </ul> </li> <li>• Behaviour plans understanding there are consequences for the choices they make</li> </ul>	<p><b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>• School council</li> <li>• Team Enterprise</li> <li>• PSHE around election time</li> <li>• Student Centre visit to London and Parliament</li> <li>• Ed Vaizey (local MP) invited for lunch</li> <li>• Voting for class reward</li> <li>• Discussions in cooking</li> <li>• Understanding that not everyone has the same opinion as themselves</li> <li>• History lessons e.g. – commonwealth British Empire</li> <li>• Understanding that everyone has a right to an opinion/ vote – EU vote</li> </ul>	<p><b>MUTUAL RESPECT AND TOLERANCE</b></p> <ul style="list-style-type: none"> <li>• RE learning about different faiths/cultures/way of life</li> <li>• Assemblies to celebrate events in different countries/cultures/faiths</li> <li>• Culture of mutual respect in school and classrooms</li> <li>• Values</li> <li>• Stripy book</li> <li>• Prayers</li> <li>• Supporting charities</li> <li>• Anti-bullying</li> <li>• Trips to different religious buildings</li> <li>• Relaxation times for reflections</li> <li>• Yoga</li> <li>• Religious visitors to school</li> </ul>