



Fitzwaryn School
British Values and Spiritual, Moral, Social and Cultural Development

"High quality spiritual, moral, social and cultural development ensures that pupils' personal development is outstanding"
 OFSTED 2014

The British values are defined by Ofsted as

- ▶ Democracy
 - ▶ The rule of the law
 - ▶ Individual liberty
 - ▶ Mutual respect for and tolerance of those with different faiths and belief and those without faith
- Advice from the DfE is to teach the British Values through SMSCD. However Ofsted will also assess it through the curriculum.

Through teaching British Values through SMSCD at Fitzwaryn we aim to:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students 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 more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people, and 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.

<p>Spiritual Development involves:</p> <ul style="list-style-type: none"> • The development of insights, principles, beliefs, attitudes and values which guide and motivate us. • A developing understanding of feelings and emotions which support reflection and learning. 	<p>Moral Development involves:</p> <ul style="list-style-type: none"> • Self-value and understanding of capacity to develop and grow. • Relationships - valuing others for themselves. 	<p>Social Development involves:</p> <ul style="list-style-type: none"> • Pupils interests in and the understanding of the way communities and societies function at a variety of levels and their responsibility towards ensuring this. 	<p>Cultural Development involves:</p> <ul style="list-style-type: none"> • Ensuring that pupils understand and respect their own culture and reject discrimination based on difference. • Developing a willingness to participate in new experiences and to develop
---	---	---	--

<ul style="list-style-type: none"> Developing recognition that pupils own insights, principles, beliefs, attitudes and values influence them in their lives. 	<ul style="list-style-type: none"> Society - valuing truth, freedom, justice, human rights, the law and promotion of the common good. 	<ul style="list-style-type: none"> Pupils developing social skills to work and live effectively with each other. Positive participants an contribution that may include conflict resolution. 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. 	<p>awareness of music, art, dance, literature etc. in different cultures.</p>
<p>British Values and the links to Spiritual Development May be evidenced in: 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>British Values and the links to Moral Development May be evidenced in: 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>British Values and the links to Social Development May be evidenced in: 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>British Values and the links to Cultural Development May be evidenced in: 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>Spiritual Development How is it evidenced at Fitzwaryn? Emotional Vocabulary development</p>	<p>Moral Development How is it evidenced at Fitzwaryn? Positive Behaviour Policy</p>	<p>Social Development How is it evidenced at Fitzwaryn? Anti-Bullying week(SEAL)</p>	<p>Cultural Development How is it evidenced at Fitzwaryn? Projects linked to other countries</p>

<p>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 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 PSHCE Use of diary writing Lesson plans Art Tree week International Schools Award -2013-2016 Commonwealth themed days Commonwealth sports day Links with the Happy House School at Watamu. French trip/Cafe - Whole school Commonwealth theme for summer term. PSHE around election time Team Enterprise Student Centre visit to parliament Ed Vaisey for lunch Voting for class reward Easter Assembly 2016</p>	<p>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 Mutual respect tree Age appropriate responsibilities Assemblies RE lessons Work experience Lesson plans Tree week International Schools Award -2013-2016 Commonwealth themed days (Throughout the year 2013-2014) Commonwealth sports day Links with the Happy House School at Watamu. French trip/Cafe -July 2014 Whole school Commonwealth theme for summer term 2014. Following and understanding school rules</p>	<p>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 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 Propeller project Team Enterprise Charity support Duke of Edinburgh award OSLO facilitating participation at Beatbox, Barnardos club Lesson plans Tree week International Schools Award -2013-2016 Commonwealth themed days Commonwealth sports day Links with the Happy House School at Watamu. French trip/Cafe -July 2014 Whole school Commonwealth theme for summer term 2014. School fete 2016 Panathlon</p>	<p>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 Use of Sensory Theatre Cooking Use of range of gender/races on symbols used and in teaching resources (Teacher exchange visits in previous years) Theatre trips Artefacts Music - experience of different cultures Themed weeks - Africa Units of Work - Olympics Resources in school to address cultural needs e.g. espresso Library resources Story sacs/Book bags Sensory theatre PHSE Units of work Arts Mark Artists in school e.g. clay masks Participation in Shakespeare for schools Lesson plans Tree week International Schools Award -2013-2016 Commonwealth themed days Commonwealth sports day Links with the Happy House School at Watamu. French trip/Cafe -July 2014 Whole school Commonwealth theme for summer term 2014.</p>
---	--	--	---

Collective Workshop			
<p>Impact on pupils</p> <p>Children start to show empathy, start to relax and show ability to reflect on own and others' achievements.</p> <p>Pupils develop attitudes, values and principles. There is an increased ability for them to centre themselves, empathise with others and see beyond the self.</p> <p>Pupils have time to reflect/calm down which positively impacts on their behaviour.</p> <p>Pupils are able to remember/recollect.</p> <p>All these things are part of their routine eg. They will not start eating until Grace has been said.</p>	<p>Impact on pupils</p> <p>Pupils have more confidence in themselves and in their community.</p> <p>Pupils are able to give reasons for things being right and wrong</p> <p>There is no fighting in school and a positive atmosphere pervades.</p> <p>Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</p> <p>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>Impact on pupils</p> <p>Pupils know how to interact appropriately with others. Pupils model good behaviour to each other.</p> <p>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.</p> <p>Pupils are able to cope with a variety of situations.</p> <p>Pupils build relationships and friendships.</p> <p>Increased confidence at school goes beyond the school gates to situations such as work experience and social clubs</p>	<p>Impact on pupils</p> <p>Pupils are more familiar with and aware of people from different cultural backgrounds which helps to contribute to a positive atmosphere in school.</p> <p>Pupils are willing to participate in a variety of activities, including sensory activities.</p> <p>Pupils have an understanding of a world outside their own.</p>
Examples of how Fitzwaryn teaches our students about British Values			
<p>INDIVIDUAL LIBERTY</p> <ul style="list-style-type: none"> • Mutual respect in the classroom and around school • Teaching life skills • Allowing for individual voices • Philosophy for Children within communication teaching the children to have a voice and opinion • Relaxation Yoga • Respecting and understanding that rules are there to keep us safe and stop you harming anyone • E safety - responsibility to keep safe on social media • Anti bullying • Teaching students to communicate and express themselves and their feelings • Making choices- understanding there are consequences for these choices. • Students given the choice to opt out of things they feel uncomfortable with • Assemblies 	<p>RULE OF THE LAW</p> <ul style="list-style-type: none"> • Following and understanding school rules in structured and unstructured environments • Following and understanding class rules • Knowing the police are there to ensure everyone follows the rule and do not break the law. They are there to help us. • Following the rules of the game • Work experience • Anti bullying • History lessons • Lives of historical figures Malcom X and Martin Luther King • Following rules in different environments • In communication lessons <ul style="list-style-type: none"> - Learning who to trust to help keep themselves safe - Learning what to do if someone asks them to do something that they know is wrong • Behaviour plans understanding there are consequences for the choices they make 	<p>DEMOCRACY</p> <ul style="list-style-type: none"> • School council • Team Enterprise • PSHÉ around election time • Student Centre visit to London and Parliament • Ed Vaizey (local MP) invited for lunch • Voting for class reward • Discussions in cooking • Understanding that not everyone has the same opinion as themselves • History lessons e.g. - commonwealth British Empire • Understanding that everyone has a right to an opinion/ vote - EU vote 	<p>MUTUAL RESPECT AND TOLERANCE</p> <ul style="list-style-type: none"> • RE learning about different faiths/cultures/way of life • Assemblies to celebrate events in different countries/cultures/faiths • Culture of mutual respect in school and classrooms • Values • Stripy book • Prayers • Supporting charities • Anti-bullying • Trips to different religious buildings • Relaxation times for reflections • Yoga • Religious visitors to school