



# Spiritual, Moral, Social and Cultural development

January 2025

***“The provision for personal development is exceptional and woven through all aspects of the school life. As a result, pupils embrace diversity. They are knowledgeable about different religions, cultures and beliefs. For example, Year 2 visited a local mosque as part of a recent religious education topic. Pupils recognise that not all people have the same views as them. They have access to a rich and wide set of opportunities to be active citizens. For example, as part of the ‘52 lives’ project, they make gifts to send to a person experiencing hardship”*** Ofsted Report July 2022. (Personal Development – Outstanding)

The personal development of a child is intrinsically linked to Spiritual, Moral, Social and Cultural development. Through education we can help our children grow and develop as people who will be able to make sense of our modern world and achieve their full potential.

All curriculum areas contribute to a child’s spiritual, moral, social, and cultural development and opportunities for this are carefully planned within each of our curriculum areas. *(Please see our separate report for how SMSC is developed in each area of the curriculum for a concise overview.)*

This is partnered with the strong relationships formed between staff and pupils, the ethos and values of the school, behaviour and pastoral care and Collective Worship.

## Respect – Resolve – Aspiration – Well-being

Our school is built upon our four core values which are founded in our Christian ethos and reflect who we are as a community. These four pillars lie at the heart of all that we do and underpin our work and how we go about achieving our vision.

Below are examples of how SMSC development and physical well-being is delivered at St Peter’s C of E Infant School, and the impact it has, thus enabling every child regardless of age, ability, or background to thrive in a highly cohesive and supportive learning community.

**“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11**

### **Monitoring and evaluation:**

Provision for SMSC is carefully monitored, audited, and reviewed on a regular basis. This is achieved by:

- Monitoring teaching and learning, pupil talk and work scrutiny by the Headteacher, Governors, and Senior Teacher.
- Parental comments and feedback from questionnaires.
- Regular discussions at staff and governor meetings.
- Audit of policies, Collective Worship planners and all curriculum areas.

## **What is SMSC?**

### **Spiritual Development**

- Spiritual Development is not synonymous with, but clearly explicitly linked to 'religion'. It relates to fundamental questions about the meaning or purpose of life. It is about 'inner' experience and while it is difficult to express adequately, it can include intuition, feelings, emotions, compassion, empathy and faith. It explores the engagement we have with the big questions that impact on us all, that question our origins and our future, the meaning of life or existence.
- It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

### **Moral Development**

- Moral Development can be defined as enabling learners to develop their own personal code of values to guide their thinking and behaviour in all areas of their lives, together with the willingness to put it into practice ('moral fibre' or integrity).
- It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement, and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

### **Social Development**

- Social Development is the forming of skills to relate positively to others, take responsibility, participate in the community, and develop a sense of being a responsible citizen.
- It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

### **Cultural Development**

- Cultural Development is facilitated through enabling pupils to appreciate their own cultural traditions and the diversity and richness of others. This may include national cultures and social or ethnic sub-cultures.
- It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.




## **Evaluating Impact of Spiritual, Social, Moral and Cultural Development 2024-2025**

***“Pupils are encouraged to become responsible citizens, who contribute to society. They enjoy taking on leadership opportunities, like being team captains and school councillors. Pupils enjoy participating in the range of clubs available, such as performing arts and football. They relish the exciting educational trips they attend, like Gatton Garden and designing Japanese gardens to learn about patterns in mathematics.”***

Ofsted Report July 2022. (Personal Development – Outstanding)

<p>Evidence</p> <p><b>Spiritual</b></p> <p>See also spiritual scheme.</p>	<p>Taught Curriculum</p> <p>Examples of.</p>	<p>Other Activities and Opportunities</p> <p>Tutorials; assemblies. Discussions with pupils' School ethos etc.</p>	<p>Extra Curriculum</p> <p>Opportunities provided in School such as clubs, Sports, events etc.</p>	<p>Examples of impact to date</p>
<p><b>Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in respect for different people's feelings and values</b></p>	<p><b>RE Curriculum</b> Balance of 'Believing, Thinking, Living'. Study of other faiths taken from the 6 principle religions such as Judaism, Hinduism, and the Islamic faith. <b>History</b> – for example Exploring people's motivations. <b>Geography</b> – environmental issues at home and abroad. Higher order questions eg 'What if?' <b>English</b> – news reporting, exploration of current affairs.</p>	<p>Collective Worship Themed weeks and dance workshops. Cultural events Reflection areas Prayer areas Rolling programme of Christian Values. Visits to cultural centres such as the Woking Mosque and West Surrey Synagogue in Woking.</p>	<p>Church services and events in Church calendar. Local cultural events, such as the Tandridge Gardens and festivals promoted through school. Faith group.</p>	<p>Pupil responses in lessons show that children have a clear empathy for others and appreciate their values and feelings. For example, Year 1 pupils talked about how <b>Ruby Bridges</b> must have felt being denied an education afforded to 'white' people, promoting empathy and compassion; or in Year 2 RE looking at the importance of light and what it means to people from different faiths around the world.</p>
<p><b>Pupils' sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.</b></p>	<p><b>Science</b> – investigating the world around them. <b>Outdoor learning</b> and use of local environment Visits to local gardens of natural beauty. Eg: Penshurst Place. Teaching of Philosophy <b>RE curriculum.</b> Visits to a Mosque and Synagogue for KS1 pupils. <b>PE</b> – Awareness of pupil's own strengths and areas for development. Learning about the origins of other physical activities such as Yoga. Appreciating the rationale behind the movements. <b>Maths</b> – Fibonacci and the wonders of the mathematical patterns. The beauty of nature and what it can teach us. <b>Mindfulness practices</b> – whole school initiative practised daily.</p>	<p>Playtimes in open rural setting – room to move &amp; create. Quiet areas and Peace Garden. Displays of objects and artefacts. Visits to gardens for example Penshurst Place: story sticks. Gardening, growing own produce and caring for hens kept in school garden. Science themed week –to promote the value 'Awe and wonder'. Outdoor learning days Collective Worship held in Peace Garden. Show and Tell opportunities Guest visitors and children from other local schools.</p>	<p>Year group Tea Times Community Events eg Village Fete/Friends Funday. After school clubs such as drama and art.</p>	<p><b>Celebrating harvest</b> encouraged children to reflect on the abundance of nature and the importance of gratitude. It provided an opportunity for them to appreciate the natural world and the food they consume. It also taught the children about the values of generosity and helping others, especially those in need.</p> <p>By celebrating harvest around the world, children learned about cultural traditions and the significance of harvest festivals in different parts of the world, promoting multicultural awareness and respect.</p> <p>Year 2 children visited <b>Big Wood Estate</b> in Tandridge and were able to experience the peace and tranquillity of the countryside. They marvelled at the wildlife and stunning countryside around</p>



				<p>them. They posed questions and explored some of the possible answers, reflecting on their thoughts, emotions, and values. This was also a wonderful opportunity to hear how children spend their time outside of the school environment with family; for example mushroom foraging, which we would otherwise not have found out!</p>
<p><b>Pupils' use of imagination and creativity in their learning.</b></p>	<p><b>Music</b> – appreciation and composition  <b>Art and Design/Design and Technology</b> activities eg painting and sculpture  <b>English</b> – Creative writing/Poetry/  Role play, dance &amp; drama  Working walls.  <b>PE</b> – Diwali and Easter dance projects.  <b>Outdoor Learning</b> – exploring the Peace Garden and making use of the special 'Playhouse' in the garden.</p>	<p>School productions  Choir  Child initiated learning  Reward time/Golden time  Thinking partners  School/Eco/AB council meetings.  Christian Value 'Awe and Wonder' – taking photos and posing questions about what they have seen.  Pupil led Collective Worship.  Christian Values – termly</p>	<p>Open ended homework tasks  Participation in local community schemes eg: library summer challenge.  Christmas cards and delivery to local people.  Designing themes that will create a stimulating environment eg: decorating the hall for specific themes in the annual calendar or decorating the school fence for public view.  (Fireworks/Christmas/Easter/valentines).  After school play in the school grounds.  After school clubs – Drama and Art.</p>	<p>Through their outdoor learning in <b>Strawson's Field</b> the children and staff have the opportunity to design, be creative and use their imaginations to support the environment such as crating bug hotels. It gives them the opportunity to be reflective and ask questions about nature; even if these cannot always be answered.</p>  <p>Advent Pause Day saw a wealth of creativity with children understanding the true meaning of advent whilst making wreaths and advent calendars showing biblical verses. Children were able to articulate their thoughts and the meaning behind Advent very clearly to visitors.</p>  

**Next Steps:** Green = ongoing. Purple = completed.

Woking Synagogue visit – booked February 2025.


Evidence  <u>MORAL</u>	Taught Curriculum  Examples of.	Other Activities and Opportunities Tutorials; assemblies. Discussions with pupils' School ethos etc.	Extra Curriculum Opportunities provided in School such as clubs, Sports, events etc.	Examples of impact to date
Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	<p>PSHE / SEAL Curriculum RE curriculum <b>History</b> – the treatment of different members of society such as Martin Luther King or Florence Nightingale. <b>Geography</b> – Green belt or housing development? Surveying the use of land against needs of community. Environmental issues – recycle or just throw away? <b>Science</b> – Fair testing. How this can have an impact on findings and looking at the wider consequences of this. <b>ICT</b>- E-safety and use of <b>CEOP button</b>. <b>English</b> – discussion and exploration of current news affairs. Debating.</p>	<p>Golden Rules Social skills Group School Council Eco Council Anti-bullying team. Collective Worship themed weeks. Willingness to help others Setting out and clearing up equipment at playtimes Roles and responsibilities – Monitors Playground buddies. Reading Rangers. E-safety open morning. Class Charters.</p>	<p>Responsibility for homework Applying safety rules Behaviour when in uniform Shared events with other school Church services. Safety awareness knowing that it is right to 'speak out' if a pupil feels there is something wrong both in and outside of the school environment. NSPCC Assemblies and fundraising events.</p>	<p><b>Playground behaviours</b> show that pupils can happily interact with each other or help others. They are keen to look at how they can change attitudes by helping other. They have created posters, for example, to keep our environment tidy or show ways in which we can right wrongs as seen through Anti-Bullying work in Collective Worship. Children can speak confidently about Conflict Resolution Skills, and the school's use of 'Thinking Sheets' where they can look to resolve conflicts constructively thereby equipping themselves with essential life skills, such as negotiation, empathy, and active listening.</p>
Pupils' understanding of the consequences of their actions	<p>PSHE / SEAL Curriculum <b>Safeguarding</b> themes and scenarios. <b>RE</b> Circle time Other subjects such as <b>PE</b> following rules Fair play</p>	<p>Restorative conversations Thinking sheets Clearing up a mess / writing a letter of apology. Role-play scenarios in Collective Worship. Anti-Bullying team Buddies. Daily life in and outside of school.</p>	<p>Behaviour during clubs Code of conduct in, for example, football and all outside school environments. Events such as Tandridge Teatime.</p>	<p><b>Connecting to Nature</b> through our outdoor learning opportunities has fostered a sense of responsibility towards sustainable practices and environmental stewardship in our pupils. This has been clearly seen for example in pupil discussions and the work of the Eco Council.</p>
Pupils' interest in investigating and offering reasoned views about, moral and ethical issues	<p>Discussion as part of learning in <b>RE/History/Geography</b> and <b>Science</b> – should we be experimenting with new techniques because our natural resources are becoming scarce? Are we supporting our local producers? Thinking partners.</p>	<p>Purple Mash and newspaper 'News Bites'. Discussion of events in Worship/Charitable giving School Council suggestions and actions. Anti-bullying team. Eco council.</p>	<p>School council – debating session organised by TEP Faith group.</p>	<p><b>Curriculum opportunities</b> such as Science, exploring the impact of fizzy drinks has encouraged healthier eating habits and reflecting on the impact of a more balanced diet.</p>

<p><b>WE BELONG HERE</b></p> <p><b>WE ARE ALL IMPORTANT TO OUR SCHOOL, OUR COMMUNITY AND OUR FAMILY.</b></p> <p><small>IF ANYONE MAKES YOU FEEL UNWELCOME, PLEASE SPEAK TO A MEMBER OF STAFF.</small></p>	<p><b>Maths</b> – can there only be one way to solve the problem?</p> <p><b>PE</b> – should people with disabilities participate in separate sporting events?</p>			
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**Next Steps:**

Green = ongoing. Purple = completed.

Anti-bullying work – leading Collective Worship/writing pupil own Anti-bullying policy.

Evidence  <u>SOCIAL</u>	Taught Curriculum  Examples of.	Other Activities and Opportunities Tutorials; assemblies. Discussions with pupils' School ethos etc.	Extra Curriculum Opportunities provided in School such as clubs, Sports, events etc.	Examples of impact to date
<p><b>Pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic, and socio-economic backgrounds.</b></p>	<p>Whole class working as a team. Co-operating on group tasks. Thinking partners. <b>SEAL</b> activities. Visits to events and other schools which allow pupils to interact with a diverse society. <b>Maths</b> – discussions concerning origins of maths. Why is maths important? <b>PE</b> – safety and pupil understanding of different beliefs/practises when applying rules and instructions. <b>Challenge activities – all curricular areas</b> – outdoor learning.</p>	<p>Trip to Surrey Outdoor Learning Centre/Big Wood Estate. Enrichment activities. Events organised with other local schools. Greeting guests Showing visitors around. Welcoming a new pupil from a different school into our community. Social skills group Multi-skills festivals</p>	<p>Direction to sports/music clubs Involvement in Beavers or Rainbows. Church Services Hosting events for parents and Grandparents.</p> <p>Anti-Bullying Charter Mark</p>	<p><b>Ambassadors for school</b> – pupils have an understanding that first impressions on others count. They are conscious of their actions and show collaboration and leadership skills when welcoming prospective parents around our school.</p> <p><b>First steps to Leadership</b> – enabled Year 2 children to learn how to mediate conflicts among their peers, promoting peaceful conflict resolution; which has been evidenced at playtimes.</p> 
<p><b>Pupils' willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.</b></p>	<p>Sharing equipment Negotiating on group tasks Collective responsibility <b>PE</b> – developing own skills but appreciating and praising those of others. Helping others to 'give it a go'. Understanding that others may not be as willing to take part but simply 'win'. <b>Maths</b> – Problem solving activities that include reasoning and following a line of enquiry. Patience and understanding of the strategies used by others. <b>Science</b> – fair testing and debating the importance of new inventions or initiatives.</p>	<p>Playground buddies Restorative conversations School Council Roleplay scenarios in Collective Worship – themed weeks. Reading rangers. Anti-bullying team.</p>	<p>Class Tea Times Community Events eg: Village Fete/Funday. Transition days to Junior schools. Multi-skills events Music festival Themed mornings – 'Bring your grandparents/dad's to School' mornings.</p>	<p><b>School Ethos:</b> Promoting Generosity and Kindness: this has encouraged a culture of sharing which has helped children learn the value of generosity and kindness. It has taught them to think beyond themselves and consider the needs of others. By sharing resources and ideas, this has fostered collaboration and teamwork. It has helped children develop strong interpersonal skills and build friendships.</p> <p><b>Class teatimes:</b> the impact of these can be seen through the shared sense of belonging between parents, pupils and school when everyone joins at these times.</p>
<p><b>Pupils' interest in and understanding of, the way</b></p>	<p><b>RE</b> curriculum Study of other faiths eg festivals of Sukkot and Diwali</p>	<p>Collective Worship looking at other cultures and communities. Charitable activities</p>	<p>Pupil Council</p>	<p><b>RE learning</b>–children have been thinking about how people of faith or none live their lives according to their faith or community. They have thought carefully about different</p>

<b>communities and societies function at a variety of levels.</b>	International themed week <b>Maths</b> – How does maths affect the whole of society nationally and internationally? <b>English</b> – speaking and listening opportunities within debating sessions. News reporting in writing.	Fundraising Guest speakers Pupils planning and leading Collective Worship.		festivals, compared these with Christianity and gaining insight when making comparisons for how these are celebrated in different communities. They are able to pose questions and explore answers from different perspectives.
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**Next Steps:**


Green = ongoing. Purple = completed.



Class teatimes – termly.

Christmas performances and church service.

Year 2 Multi-skills competitions – November 2024/spring/summer 2025.



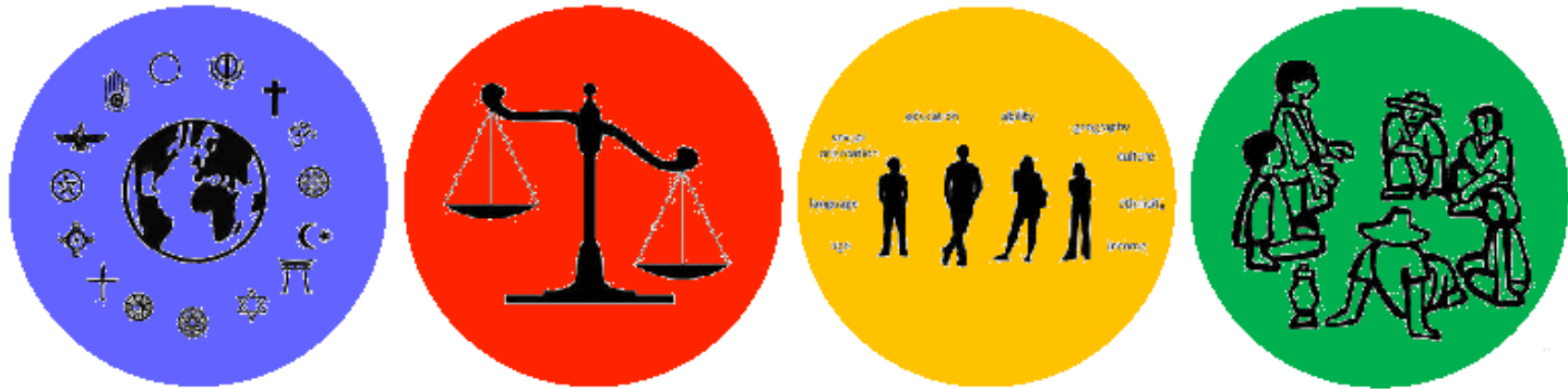
Evidence <b>CULTURAL</b>	Taught Curriculum <b>Examples of..</b>	Other Activities and Opportunities Tutorials; assemblies. Discussions with pupils' School ethos etc.	Extra Curriculum Opportunities provided in School such as clubs, Sports, events etc.	Examples of impact to date
<p><b>Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</b></p>	<p><b>Geography</b> - learning about local and wider UK environment. Themed weeks on for example: Olympics/Diwali/Easter Environmental issues- Eco vehicles (<b>Art and Design</b>), International manufacturers.</p> <p><b>Maths</b> – Origins of maths (numbers). Looking at the origins of our currency and the use of the Queen's head on money. Important figures on other denominations. Shapes – flags (Japanese circle, USA stars, triangles on Union Jack etc.) Voting systems – sorting or counting. Showing democracy through voting systems within school and how Britain is run democratically. Measuring and the decimal system.</p> <p><b>History</b> – linked to above, why do countries have these shapes on the flags? Commemoration of WWI and WWII.</p> <p><b>PE</b> – origins of different sports/dance and how they have come to Britain. Yoga, contemporary dance.</p> <p><b>Science</b> – developments come from many different cultures. Look at how we benefit from these through medicines, foods, engineering.</p>	<p>As part of Christmas/WWI celebrations talking to older people in local community. Possible Visit of local MP? Visit from Olympic athlete Visitor from Lunchbowl Network African drumming/dance workshops</p>	<p>Traditional events in the local community. Remembrance service at church. Easter bonnet parade. Christmas carols around the village. St Peter's Day service. Local history of the surrounding area.</p>	<p><b>Harvest around the world</b> – NFU event. Children could see how food is harvested. This knowledge led to a greater appreciation for the effort involved in food production and an understanding of the food supply chain; as well as how different foods have influenced cookery around the world</p>  <p><b>The richness of books:</b> Using books from a diverse range of authors and cultures has given pupils an appreciation of different perspectives and the richness of other cultural narratives.</p>

<p><b>Pupils' willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</b></p>	<p>Performances and concerts. Whole school events and celebrations. Explorer's week focusing on <b>maths and science</b> work. <b>Science</b> – inventions and initiatives from different societies. Man on the moon – space themed week. <b>Music</b> appreciation – composers and origins of different music/instruments in lessons and through Collective Worship. <b>PE</b> – trying out new sports and dance activities. Participating in traditional dance – maypole dancing and looking at its origins. – linked to <b>history</b>.</p>	<p>School visits to farms, local gardens. Visiting authors, artists and poets Visiting guests such as local sportsmen/women. Visits to different faith centres. Chinese dance workshops. Pied Piper theatre company. Use of pupil premium funding for enrichment activities for eligible children. Science Week with workshops.</p>	<p>Range of activities undertaken by pupils outside school Direction by school to particular activities, for example, to visit a museum in London Resources on E-Learning zone on school website. Library summer reading challenges.</p>	<p><b>Leading Collective Worships:</b> KS1 classes have led Collective Worship where they have been able to engage the whole school in shared opportunities to learn about the Bible and important historical figures that have had a significant impact on the way Christians live their lives. Children have then independently created their own artworks etc to show that what they have learned has remained with them.</p> 
<p><b>Pupils' interest in, and 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 socio-economic groups in the local, national and global communities</b></p>	<p><b>RE</b> curriculum Study of other subjects e.g. study of countries Mauritius, Australia, Tanzania study of significant people in <b>History</b> Mary Seacole Martin Luther King Nelson Mandela Women's rights to vote and the wider voting system. Specific celebrations such as St George's day/St Patrick's day etc. Looking at the history behind these celebrations – linked to <b>English, art and design</b>. <b>Geography</b> – socio-economic/religious groups and community areas. How have these changes the human and physical features of our landscapes?</p>	<p>Collective Worship planning Displays, resources and artefacts Re-establish links with school in Kenya and London Guest speakers from different faith groups. Use of pupil premium funding for enrichment activities for eligible children.</p>	<p>Supporting pupil's attendance in extracurricular activities Free tickets to events Churches together Organised events with other local schools eg: multi-skills and music festivals.</p>	<p><b>Curriculum opportunities:</b> Igniting the imagination with the topic '<b>Fire of London</b>', by generating discussions, valuing other opinions and asking bigger questions about life in the past.</p>  <p><b>All about me</b> – pupils have gained a deeper understanding of their personal history and how it fits into wider societal narratives.</p>

**Next Steps:**

Green = ongoing. Purple = completed:

Theatre visits, drama workshops.



## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**



### **PERSONAL DEVELOPMENT**

Fully developing the whole child—helping pupils grow and develop as people—preparing them for the adult world—allowing pupils to make sense of the world—achieving their full potential



### **CURRICULUM**

All subject areas have a responsibility and the potential to promote SMSC/personal development



### **PERSONAL RELATIONSHIPS**

Relationships between all staff and students—Ethos and values of the school—Behaviour and pastoral care—Collective Worship

# British Virtues



Understanding & knowledge expected of pupils	What the school is doing	Development Actions
An understanding of how citizens can influence decision-making through the democratic process	Voting by choice or preferences, questionnaires, debating and discussions.	To show clear examples of this through themed weeks/curricular areas/Collective Worship.
An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety	Understanding of health and safety, rules	School Golden Rules, Safety Week – work of the community e.g. police. Restorative approaches. Actions > Reactions
An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence	Pupils' Anti-bullying Policy & Behaviour Policy. Different rules for each cohort (classes have own rules but school rules are for all)	<b>ACTIONS!</b> Look at how this area can be developed further – age appropriate
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law	Cultural diversity and re-exploration of different faiths/cultures – rights to wear religious attire	How can this be shown through 'law protection'?
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Multi-faith topics – RE/Collective Worship. Visitors – visits – mosque/synagogue Pupil cohort – multi-faiths	More multi-faith visitors
An understanding of the importance of identifying and combatting discrimination	Anti-bullying Charter Mark. CW themes. ICT/ E-Safety. NSPCC Awareness assemblies, SEAL – PSHE. Multi-racial community. Ethos/Signs in school	*Combatting – Reinforcing what to do if see/hear discriminatory actions – All year groups

## BRITISH VALUES

### Understanding and knowledge expected of pupils 2024-2025

Understanding and knowledge expected	What school is doing	Development points/Actions for 2023-2024
<ul style="list-style-type: none"> <li>An understanding of how citizens can influence decision-making through the democratic process</li> </ul>	Voting by choice or preferences, questionnaires, debating and discussions. Highlight citizens who have influenced decisions in history through PSHE and Collective Worship as well as curriculum subjects, looking for example at people who have influenced historic decisions.	To continue to show clear examples of these through themed weeks/curricular areas/Collective Worship. Voting of school councillors/monies raised for charities etc.
<ul style="list-style-type: none"> <li>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> </ul>	Restorative curriculum. Understanding of health and safety rules, E-Safety, School Golden Rules, Safety Week – work of the community i.e. police. Restorative approaches. Actions > Reactions	Continue to emphasise the importance of home/school E-safety. Role-play examples of what happens if these structures were not in place. (E-safety work and National E-Safety day.) Attendance guidance and rules to keep us safe.
<ul style="list-style-type: none"> <li>An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</li> </ul>	Pupils' own Anti-bullying Policy and Behaviour Policy. Different rules and understandings for difference cohorts – i.e. each class may have different rules / ownership for actions because they relate specifically to them – but school rules are for all. Examine the roles that adults play within the pupils lives such as at school: HT – Support staff. Being subjective and objective – what does that mean to children as well as adults?	Look at how this area can be developed further – age appropriate. What do pupils see the different roles of adults in the school are and why?
<ul style="list-style-type: none"> <li>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	Cultural diversity and exploration of different faiths/cultures within the 6 principle religions – rights to wear religious attire, for example. Themed weeks and workshops. E-safety/laws that children understand. We all have choices What is discrimination and how can we prevent this?	How can this be shown through 'law protection'? Visitors from the police force. Visit to Synagogue. Bk'd.
<ul style="list-style-type: none"> <li>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</li> </ul>	Multi-faith topics – RE/Collective Worship. Visitors – trips – Mosque/Synagogue Pupil cohort – multi-faiths The role that we can play so no one is discriminated against.	Look at how further multi-faith visitors can be invited into school. Liaise with SDBE links with other schools in London. Look at matching school with ours.
<ul style="list-style-type: none"> <li>An understanding of the importance of identifying and combatting discrimination</li> </ul>	Anti-bullying Charter Mark. Collective Worship themes ICT/E-Safety. NSPCC Awareness assemblies, SEAL – PSHE. Multi-racial community. Ethos/Signs around school. The rights of everyone to be unique, special and different and the importance of ensuring these rights are respected.	*Combatting – Reinforcing what to do if see/hear discriminatory actions – All year groups – Apply for the ABA National award 'All Together' programme.

## **British Values**

As well as promoting good social and moral values within school, we also promote the following fundamental British values: Democracy, Rule of Law, Individual liberty, Mutual Respect, and Tolerance of those with different faiths and beliefs.

At St Peter's CofE Infant School we reinforce these values regularly in the following ways:

### **Democracy**

Children have the opportunity to have their voices heard in school. Before each topic, teachers brainstorm what they intend to learn, and this is evidenced on the medium-term plans. The school also carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. Pupils' views are also considered when setting new policy such as our Safe use of internet, Anti Bullying and Behaviour. School, Eco, and Anti-bullying councillors are elected democratically, voting in each class at the beginning of each year. Pupils also have the chance to vote on charities that the school supports such as Lunchbowl Network and Macmillan Cancer.

### **Rule of Law**

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the SMSC whole school curriculum overview and whole school Collective Worship. Across the school and the EYFS, there is a clear code of conduct with rules agreed by the pupils. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police to discuss Road safety, Bike-ability, Fire safety, Stranger Danger, and the NSPCC.

### **Individual Liberty**

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for young children to make choices safely.

Children are encouraged to know, understand, and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety. Children have the freedom of choice in respect of extra-curricular clubs that they can get involved in.

### **Mutual Respect**

Part of our school ethos and positive behaviour policy has revolved around our Core Christian values such as respect, Resolve, Aspiration and Well-being. Our values are reflected in our school rules, display, newsletters, and website and in the curriculum where opportunities arise. House Captains remind children in their house of good core values of behaviour in school and towards others when visiting classrooms. In our Collective Worships we focus on our Christian values and children are given the opportunity to express their opinion on what these values are like within our school and suggest possible improvements.

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

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through our RE Curriculum. Collective Worship is planned termly to recognise key dates within different faiths and cultures such as Ramadan and Passover. Assemblies are followed up and supported by learning in SMSC and RE. Members of different faiths are encouraged to share their knowledge to enhance learning within our school.

We participate in great British events such as the Royal Coronation, Royal weddings, Political Elections, Cultural weeks, and Remembrance events.