



Spiritual, Moral, Social and Cultural development

November 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)

At St Peter’s CofE Infant School, SMSC development is woven into our curriculum and wider school life, ensuring every child is supported to grow as a whole person.

Holistic Development

Wellbeing and Character: Through Collective Worship, reflection and circle times, and our school Christian Values, we nurture empathy, resilience, and respect, helping children to develop strong personal identities and emotional literacy.

Inclusive Environment: Our inclusive ethos supports every child to feel valued and understood, regardless of background, promoting positive relationships and a sense of belonging.

Academic Development

Broad Curriculum: SMSC is embedded across subjects, enabling pupils to make links between learning and the wider world. For example, RE and PSHE/RSE lessons encourage reflection and debate, while History and English literature (rich texts) expose our children to different cultures and viewpoints.

Critical Thinking: By exploring moral dilemmas and cultural diversity, our children develop reasoning skills and the confidence to express their ideas, supporting success across all areas of learning.

Spiritual Development

Reflection and Wonder: We create opportunities for our children to reflect on their own beliefs and values, ask big questions, and experience a sense of awe, particularly through Collective Worship and nature-based activities.

Christian Values: As a Church of England school, our Christian values underpin daily life, fostering compassion, forgiveness and hope, while respecting the beliefs of all members of our community.

Social and Cultural Development

Community Links: Our children participate in local events and charity projects, learning to contribute positively to society.

Celebrating Diversity: We mark a range of cultural and religious festivals, helping our children understand and respect different traditions and perspectives.

Overall, SMSC development at St Peter’s School supports every child to flourish academically, personally and spiritually, preparing them to be thoughtful, responsible and caring members of society.

Evidence <u>Spiritual</u> See also spiritual scheme.	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
Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in respect for different people's feelings and values	RE Curriculum Balance of 'Believing, Thinking, Living'. Study of other faiths taken from the 6 principle religions such as Judaism, Hinduism, and the Islamic faith. History – for example Exploring people's motivations. Geography – environmental issues at home and abroad. Higher order questions eg 'What if?' English – news reporting, exploration of current affairs.	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.	Church services and events in Church calendar. Local cultural events, such as the Tandridge Gardens and festivals promoted through school. Faith group.	Black History Month – Children were able to realise the impact faith has on the actions and values of a person as they heard the story of Nelson Mandela. This was led through a thoughtful Collective Worship by the Year 2 class who explained how Mandela "walked in the footsteps of God". Pupil voice showed that children could understand how his faith in God allowed him to persevere and have faith that God was with him. 
Pupils' sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.	Science – investigating the world around them. Outdoor learning and use of local environment Visits to local gardens of natural beauty. Eg: Penshurst Place. Teaching of Philosophy RE curriculum. Visits to a Mosque and Synagogue for KS1 pupils. PE – Awareness of pupil's own strengths and areas for development. Learning about themselves and others. Learning about the origins of other physical activities such as Yoga. Appreciating the rationale behind the movements. Maths – Fibonacci and the wonders of the mathematical patterns. The beauty of nature and what it can teach us. Mindfulness practices – whole school initiative practised daily.	Playtimes in open rural setting – room to move & 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.	Year group Tea Times Community Events eg Village Fete/Friends Funday. After school clubs such as drama and art.	Harvest Celebration – The school's celebration of Harvest in 'Strawson's field' allowed the children to think meaningfully about God's creations and how he provides for us. They reflected upon the importance of gratitude and thanksgiving, developing their understanding of how we can care for God's world and share what we have with others. This outdoor experience enabled the children to connect with nature and appreciate the wonder of God's provision, fostering a sense of awe and fascination in learning about the world around them. Children demonstrated their willingness to reflect on their experiences through prayer and discussion, considering how they could show thankfulness in their daily lives.  

Pupils' use of imagination and creativity in their learning.	Music – appreciation and composition Art and Design/Design and Technology activities eg painting and sculpture English – Creative writing/Poetry/ Role play, dance & drama Working walls. PE – Diwali and Easter dance projects. Outdoor Learning – exploring the Peace Garden and making use of the special 'Playhouse' in the garden.	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	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.	Kindness River – immersive Arts Project We introduced the Kindness River as a symbolic message... as courageous advocates we can add our individual kind and considered contributions to this river. Every addition is powerful and adds to the whole entity. The River of Kindness that starts within school but flows into our village, our community and beyond. The children naturally sorted themselves into little groups and found their own little spaces to build their creations on the riverbed. We were thrilled with the vibrant and creative result and the whole school engagement.  
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Next Steps: Green = ongoing. Purple = completed.

Woking Mosque visit

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	PSHE / SEAL Curriculum RE curriculum History – the treatment of different members of society such as Martin Luther King or Florence Nightingale. Geography – Green belt or housing development? Surveying the use of land against needs of community. Environmental issues – recycle or just throw away? Science – Fair testing. How this can have an impact on findings and looking at the wider consequences of this. ICT- E-safety and use of CEOP button. English – discussion and exploration of current news affairs. Debating.	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.	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.	Our Anti-Bullying Team plays a vital role in developing pupils' ability to recognise the difference between right and wrong, including understanding the consequences of their behaviour and actions, and readily applying this understanding in their own lives. Through their work and by leading Collective Worships they model positive behaviour and demonstrate leadership by taking responsibility for creating a safe and respectful school environment. 
Pupils' Understanding of the consequences of their actions	PSHE / SEAL Curriculum Safeguarding themes and scenarios. RE Circle time Other subjects such as PE following rules Fair play	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.	Behaviour during clubs Code of conduct in, for example, football and all outside school environments. Events such as Tandridge Teatime.	Our ECO Council's work directly supports children's moral development by helping them recognise the difference between right and wrong in relation to environmental stewardship, and by providing practical opportunities to take responsibility for their actions and contribute positively to their school community and the wider world. This can be seen through their involvement with our school's climate action plan and work with our green governor.
Pupils' interest in investigating and offering reasoned views about, moral and ethical issues 	Discussion as part of learning in RE/History/Geography and Science – should we be experimenting with new techniques because our natural resources are becoming scarce? Are we supporting our local producers? Thinking partners. Maths – can there only be one way to solve the problem? PE – should people with disabilities participate in separate sporting events?	Purple Mash and newspaper 'News Bites'. Discussion of events in Worship/Charitable giving School Council suggestions and actions. Anti-bullying team. Eco council.	School council – debating session organised by TEP Faith group.	Through Year 1's learning about Ruby Bridges' experience as the first African American child to integrate an all-white elementary school in the American South in 1960, the children age appropriately investigated moral questions about equality, justice, discrimination and prejudice, exploring why segregation was wrong and how it affected people's lives. They explored the concept of fairness and why all people deserve to be treated with respect and dignity, regardless of their race or background.

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
Pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic, and socioeconomic backgrounds.	Whole class working as a team. Co-operating on group tasks. Thinking partners. SEAL activities. Visits to events and other schools which allow pupils to interact with a diverse society. Maths – discussions concerning origins of maths. Why is maths important? PE – safety and pupil understanding of different beliefs/practises when applying rules and instructions. Challenge activities – all curricular areas – outdoor learning.	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	Direction to sports/music clubs. Involvement in Beavers or Rainbows. Church Services Hosting events for parents and Grandparents. Anti-Bullying Charter Mark	Working collaboratively: Through observations children are confident to work in mixed groups across all subjects; they value different perspectives and contributions from all their peers, as seen during Book Week. Children understand, appreciate and respect differences in the world and its people; they celebrate what we have in common across cultural, religious, ethnic and socioeconomic communities as seen through Black History Month and our work across the curriculum.  Curriculum engagement: Through our RE curriculum, pupils learn about Christianity, Islam, Judaism, and Hinduism; they ask respectful questions and make connections to their classmates' experiences and our school's Christian values.
Pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.	Sharing equipment Negotiating on group tasks Collective responsibility PE – 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'. Maths – Problem solving activities that include reasoning and following a line of enquiry. Patience and understanding of the strategies used by others. Science – fair testing and debating the importance of new inventions or initiatives.	Playground buddies Restorative conversations School Council Roleplay scenarios in Collective Worship – themed weeks. Reading rangers. Anti-bullying team.	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.	Year 2 children developed important social skills through collaborative work on their Great Fire of London topic. Working in groups to construct model Tudor houses, they cooperated, shared resources, and resolved any disagreements constructively. During the controlled burning experiment, the children observed how fire spread between closely-built structures, developing their understanding of community interdependence and collective responsibility. This practical investigation helped them appreciate the importance of cooperation and shared standards in keeping communities safe.  Anti-bullying Team leading Collective Worship with a whole school understanding of the importance of using words to express feelings. Children can say "I don't like it when..." rather than reacting physically. They use "I feel..." statements. They can explain their perspective calmly and ask for help from an adult when needed. 

Pupils' interest in and understanding of, the way communities and societies function at a variety of levels.	RE curriculum Study of other faiths eg festivals of Sukkot and Diwali International themed week Maths – How does maths affect the whole of society nationally and internationally? English – speaking and listening opportunities within debating sessions. News reporting in writing.	Collective Worship looking at other cultures and communities. Charitable activities Fundraising Guest speakers Pupils planning and leading Collective Worship.	Pupil Council	Community Links: Harvest and Big Wood Estate  This gave the children the opportunity to understanding how communities function through cooperation and interdependence: How our local farmers work together and share resources to support each other and the wider community, thus demonstrating that communities function most effectively when people collaborate and support one another. Through their sustainable practices the farmers share feed with the estate for their pigs, showing how resources can be used efficiently and sustainably within a local community, reducing waste and supporting local food production. Children in turn understand their role in caring for the environment (recycling, reducing waste, planting seeds and growing produce.) They recognise how individual actions can have wider impacts such as understanding of global issues like climate change (age-appropriate) that impact our lives and those of others.
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Next Steps: Green = ongoing. Purple =completed.

Class teatimes – termly.

Christmas performances and church service.

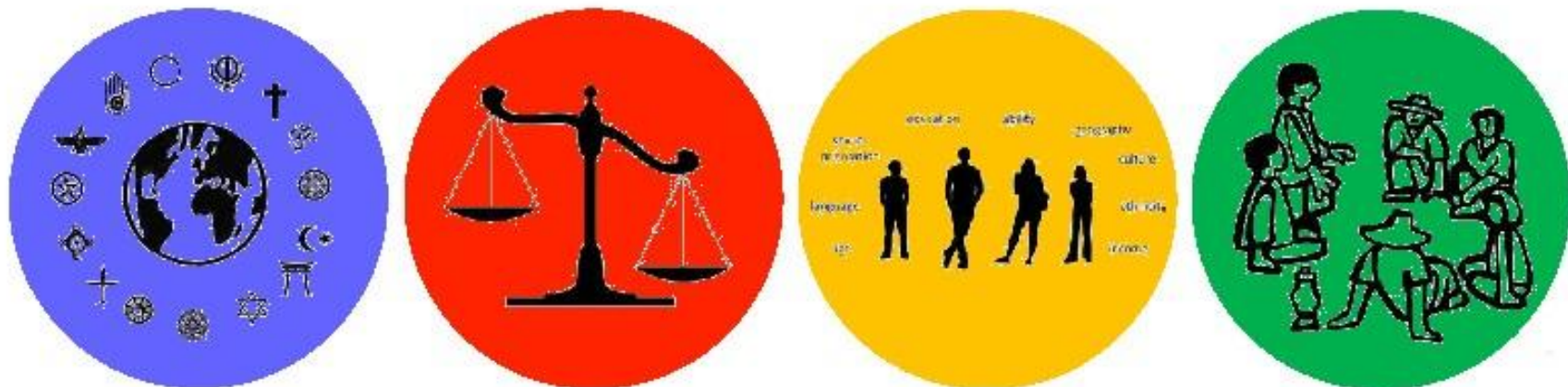
Evidence <u>CULTURAL</u>	Taught Curriculum Examples of..	Other Activities and Opportunities Tutorials; assemblies. Discussions with pupils' School ethos etc.	Extra Curriculum Opportunities provided in School such as clubs, Sports, events etc.	Examples of impact to date
Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	Geography - learning about local and wider UK environment. Themed weeks on for example: Olympics/Diwali/Easter Environmental issues- Eco vehicles (Art and Design), International manufacturers. Maths – 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. History – linked to above, why do countries have these shapes on the flags? Commemoration of WWI and WWII. PE – origins of different sports/dance and how they have come to Britain. Yoga, contemporary dance. Science – developments come from many different cultures. Look at how we benefit from these through medicines, foods, engineering.	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	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.	Understanding Our Heritage: Through their study of the Great Fire of London, Year 2 children developed their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. They explored the historical impact on British culture – how this pivotal event transformed London's architecture, building regulations, and urban planning, shaping the city we know today.  They understood how the Fire led to significant changes in British society, including the rebuilding of St Paul's Cathedral by Sir Christopher Wren. They examined social and economic change – recognising how the disaster affected different social classes and led to improvements in fire safety that continue to protect us today.  The class demonstrated their growing appreciation of how historical events have shaped modern British life, developed their understanding of the continuity and changes that characterises our cultural heritage.
Pupils' willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	Performances and concerts. Whole school events and celebrations. Explorer's week focusing on maths and science work. Science – inventions and initiatives from different societies. Man on the moon – space themed week. Music appreciation – composers and origins of different music/instruments in lessons and through Collective Worship. PE – trying out new sports and dance activities. Participating in traditional dance – maypole dancing and looking at its origins. – linked to history.	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.	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.	 Through our diverse range of enrichment opportunities – including our River of Kindness initiative, Book Week, Science Week, and celebrations of cultural events such as Black History Month and Diwali – children are exposed to a rich variety of experiences that help them appreciate different forms of expression and achievement. These opportunities encourage the children to explore and develop their own interests and talents, whilst supporting their cultural development and preparing them to become well-rounded individuals who can participate fully in, and contribute positively to, life in modern Britain.

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 socioeconomic groups in the local, national and global communities	RE curriculum Study of other subjects e.g. study of countries Mauritius, Australia, Tanzania study of significant people in History 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 English, art and design. Geography – socioeconomic/religious groups and community areas. How have these changes the human and physical features of our landscapes?	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.	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.	By leading collective worship on Nelson Mandela, Year 2 pupils inspired the whole school community to reflect on the importance of equality, justice and respect for all people, demonstrating how even young children can understand and engage with complex issues around cultural diversity whilst contributing to a school culture where diversity is celebrated and discrimination is not tolerated.
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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)	ACTIONS! 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 2025-2026

Understanding and knowledge expected	What school is doing	Development points/Actions for 2025-2026
An understanding of how citizens can influence decision-making through the democratic process	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. Explore championing specific causes with reasoned actions. Social Impact School award.
An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety	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. Visitors from police/fire brigade.
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' 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?
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law	Cultural diversity and exploration of different faiths/cultures within the 6 principal 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 Mosque. Further work on EDI.
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 – 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.
An understanding of the importance of identifying and combatting discrimination	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 through RSE/Understanding of the world units. Kindness School and Leadership group.

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.