



Melcombe Primary School Values Education Policy

Reviewed by: Carol Campbell, Deputy Head Teacher

Date adopted: 4th December 2018

Signed Emma Anderson

Date 4/12/18

Emma Anderson
Chair of the Governing Board

Date for Review: 4th December 2020

This policy should be read in conjunction with the school's RSE Policy, MindUP Curriculum, Collective Worship policy and the SACRE Agreed Syllabus for R.E.

At Melcombe Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- Their own values and beliefs.
- Spiritual awareness.
- High standards of personal behaviour.
- A positive, caring attitude towards other people.
- An understanding of their social and cultural traditions.
- An appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience, which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Melcombe Primary and is an essential ingredient of school success. Our Values policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and resourcing.

General Aims

To ensure that everyone connected with the school is aware of our values and principles.

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

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

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

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

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.

- Learn about service in the school and wider community.
- Learn about the role they play in supporting the wider community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

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

As a school we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person.

Teaching and Organisation

Personal, Social and Health Education (PSHE) is taught as a dedicated subject on the timetable for 1½ hours per week (which includes Circle Time).

PSHE Workshops on topics including racism, radicalisation and keeping safe outside and online take place throughout the year and year groups participate as appropriate for their age and stage of learning.

Autumn Term 1: BASICS - Belonging Aspirations Safety Identity Challenge Success.

Autumn Term 2: Values, Rights and MindUp – Getting to know your brain.

Spring Terms 1 and 2: British Values.

Summer Term 1 and 2: Values and MindUp – Giving back to the community.

The MindUP curriculum runs alongside PSHE teaching and learning.

Therefore, development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Melcombe Primary will use creative strategies and