

## St Patrick's School SMSC Programme – demonstrating how the promotion of Fundamental British Values is embedded in the SMSC Curriculum

The Government Prevent Strategy Document 2011 requires that 'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs'. The recommendation is that this should form an intrinsic part of the Statutory SMSC provision. This document demonstrates how this is achieved at St Patrick's School.

The understanding and knowledge of fundamental British Values which must be achieved via the SMSC Curriculum	Identifier code for cross reference indicating where in the SMSC Curriculum this is supported
An understanding of how citizens can influence decision-making through the democratic process	FBV1
An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety	FBV2
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	FBV3
An understanding that freedom to choose and hold other faiths and beliefs is protected in law	FBV4
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	FBV5

An understanding of the importance of identifying and combating discrimination

FBV6

# The Spiritual, Moral, Social, and Cultural curriculum (SMSC) at St Patrick's School, Stafford.

All maintained schools must meet the requirement set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social, and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, the school can demonstrate the promotion of fundamental British values, as defined above.

## The Spiritual Development of Pupils:

Statutory requirement of the SMSC curriculum	This is achieved by....	FBV Ref
<p><b>Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</b></p>	<p><b>Religious Education at St Patrick's School provides pupils with a deep understanding of the Catholic Faith, as well as an awareness of the faith and traditions of other religious communities, as a basis for understanding and respecting them.</b></p> <p>The religious education programme explicitly focuses on the fact that Jesus encouraged love of all mankind and that this manifests in tolerance and respect of the uniqueness of the person and a belief in the fundamental right to freedom to choose and express faith.</p> <p>Children learn about different faiths (Judaism, Hinduism, Sikhism and Islam) and they learn to respect the fact that people worship in different ways and in different cultural contexts and that their beliefs are to be respected just as we, as Catholic Christians, desire reciprocal respect. The programme of learning facilitates visits to places of worship, and encourages visits from speakers from different faith communities, engaging pupils in activities which enable reflection and informed discussion, whilst emphasising respect for and tolerance of the diversity of practice, values and moral teachings.</p> <p>Children are encouraged to ask questions and reflect upon their own faith and that of others, in a mutually</p>	<p>FBV4 FBV5</p>

	<p>respectful, tolerant, honest and courteous manner. Children are aware that people should be free to hold and practice different faiths or none.</p> <p>Frequent opportunities for prayer, contemplation and discussion on matters of faith are an intrinsic part of the curriculum.</p> <p>More specific examples of activities include;</p> <ul style="list-style-type: none"> <li>• 'Multi-faith week' - an exciting programme of visits, activities and presentations at the end of which pupils demonstrate their new knowledge and understanding in an exciting presentation assembly for parents.</li> <li>• 'Multi-cultural evening' - a lovely event at which members of the school and wider parish community join together to celebrate an evening of drama, dance, music and food reflecting the broad cultural diversity of our community (African, Irish, Indian, Mexican, English, Welsh, Polish)</li> </ul> <p><b>IMPACT: Our children understand that freedom to choose and hold a faith and observe religious practice must be respected, as an expression of the free will given to humanity by God, and that this freedom is enshrined and in, and protected by UK law.</b></p>	<p>FBV4 FBV5</p>
<p><b>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</b></p>	<p><b>We see the world and all persons within it as deserving of love and respect, in keeping with the precepts of the Catholic Faith - that God created all. The School Motto, 'LOVE, LEARN, RESPECT' fully encapsulates the values we promote at St Patrick's.</b></p> <p>Pupils are taught, through RE, Science, and wide ranging topic work, that we inhabit a beautiful yet fragile world and that it is our growing personal responsibility to care for ourselves, each other, and our environment. Fascination in and awe of creation, together with an understanding and respect of the diversity of human cultures and life-styles, is engendered through a wide-ranging programme of study and activities, examples in the past have included;</p> <ul style="list-style-type: none"> <li>• 'Me and my world', 'The seasons and changes', 'Chinese New Year', Exploring through play</li> <li>• 'Growing things', 'Life cycles', 'Chinese New Year', Exploring through play</li> <li>• 'When Dinosaurs walked', 'Animals in the wild', 'Diwali'</li> <li>• 'The Human Body', 'Healthy eating &amp; lifestyles', 'Hanukka'</li> <li>• 'The insect world', 'The food web - the balance of ecology', 'Recycling'</li> <li>• 'Polar Regions', 'Energy, Electricity, Global warming &amp; renewable energy'</li> <li>• 'The Rainforests, deforestation, the fragile ecology', 'Trade links'</li> <li>• 'The Solar System', 'Chemical world'</li> </ul> <p>The fortnightly celebration assembly (Friday) provides opportunities for children to be inspired and to share in and celebrate their own achievements and that of others. An equally important focus is on appreciating, promoting and honouring the qualities of citizenship, leadership, kindness and respect.</p> <p><b>IMPACT: Our children understand the contribution that each individual makes to society in their own unique way. They are able to discuss the threats to the environment and accept their responsibility to treat the world, themselves and all of humankind, with love and respect. They have an age appropriate understanding of healthy lifestyles.</b></p>	<p>FBV4 FBV5</p> <p>FBV4 FBV5</p> <p>FBV6</p>

<p><b>Use of imagination and creativity in their learning.</b></p>	<p>Teachers carefully plan lessons to inspire imagination and creativity and to allow children to express themselves in a variety of ways. Children engage in music, drama, dance, creative writing, art, role play and are encouraged to express personal thoughts and ideas during circle times, reflective worship and debate.</p> <p>Children explore the work of famous artists and authors and are encouraged to respond, to notice and appreciate the richness of historical and cultural influences.</p> <p><b>IMPACT: Our children understand and respect the contribution that each individual makes to society in their own unique way.</b></p>	
<p><b>Willingness to reflect on their experiences.</b></p>	<p>Children are encouraged to reflect on their learning. At the end of each topic, they are asked to 'self-evaluate' their experience by responding to the questions;</p> <ul style="list-style-type: none"> <li>• What have I learnt that is new?</li> <li>• What skill have I learnt or developed?</li> <li>• What have I enjoyed most in this topic?</li> <li>• Of which piece of work am I most proud?</li> </ul> <p>Children are encouraged to share experiences, such as anecdotes from holidays or trips, during circle times. During RE sessions, children are encouraged to share the teachings and traditions of their faith with others. SEAL activities enable the children to discuss feelings, emotions and personal reactions to events; those they experience personally, as well as those they hear of or encounter through the news.</p> <p><b>IMPACT: Our children learn to reflect with honesty on their experiences, to appreciate that they can learn from both mistakes and success, and from each other; and they understand how this can help them to improve their knowledge and understanding.</b></p>	<p>FBV5</p>

**The Moral Development of pupils:**

Statutory requirement of the SMSC curriculum	This is achieved by...	FBV Ref
<p><b>Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.</b></p>	<p><b>A careful emphasis is placed on nurturing a clear understanding of right and wrong and the consequences of actions.</b> Our Catholic Christian ethos pervades daily experiences and our pupils are encouraged to value and respect each other as children of God.</p> <p>We nurture our children to develop the social skills of sharing, polite listening, cooperation and collaboration, to engender a positive atmosphere within the school. We encourage and reward kindness, courtesy and helping others. Each class formulates a personalised 'Class Charter' at the beginning of the year. They debate the need for rules and then vote upon those to be included in their charter - this is then displayed in each classroom.</p> <p>In RE we highlight the rules of the Church and God e.g. the Ten Commandments and the precepts of the Church. In RE, Circle time, assemblies, and SEAL activities provide many opportunities for children to discuss rules, laws, and moral codes.</p>	<p>FBV2 FBV1</p>

	<p>We invite Community Police Officer into school regularly to provide liaison/information assemblies.</p> <p><b>IMPACT:</b> Our children have a firm understanding of right and wrong. They understand the values of repentance and forgiveness, enshrined in the Catholic faith. They endeavour to 'Treat each other as they would wish to be treated themselves'. (Luke 6:31) They understand that actions have consequences.</p>	
<p><b>Understanding of the consequences of their behaviour and actions.</b></p>	<p>We have a clear behaviour policy, founded on the principles of positive encouragement and reward for good behaviour. We have a simple clear 'orange card' system, which enables children to know when their behaviour falls short of expectations and a graduated, consistent and fairly implemented sanctions and disciplinary process. In 'Catch-up' children are always given opportunities to reflect upon their behaviour and the consequences of their actions. Where age appropriate, children complete a written reflection and suggest how they can improve.</p> <p>We have a robust approach to tackling bullying, racist or discriminatory behaviour. Our children are aware that bullying is unacceptable and we have assemblies and focus weeks covering 'Staying Safe', E-Safety and cyber-bullying' and 'Anti-bullying week'. We provide information to parents and support e-safety briefings annually.</p> <p>Older children will discuss the rule of law and become increasingly aware of the distinction between religious and moral codes of conduct and those enshrined in law. They learn about legal sanctions and the role of the judiciary.</p> <p>We organise visits from the PCSO and Police to reinforce the message of right and wrong.</p> <p><b>Impact:</b> All children are aware of behavioural expectations and school rules. They understand that actions have consequences. Behaviour in the school is generally good. Bullying, Racist and discriminatory incidents are rare. Our children know how to stay safe and to whom they can speak if they need help.</p>	<p>FBV2</p>
<p><b>Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</b></p>	<p>Our children are encouraged to develop respectful listening skills and to confidently offer their thoughts and opinions without fear of criticism or ridicule.</p> <p>Staff are vigilant for and challenge any discriminatory, biased, racist or sexist language or behaviour. We expect all staff and visitors to the school to act as exemplary role models for our pupils. We record all racist or discriminatory incidents and proactively work to prevent and combat these. Older children learn how the law prevents discrimination and protects the individual; they are taught to recognise and report or appropriately challenge discrimination.</p> <p>We provide opportunities for children to discuss and debate moral and ethical issues at an age appropriate level. In RE, we provide opportunities for pupils to discuss the rules of the Catholic faith and different religions; older children will discuss the difference between law and 'moral codes'. Children are encouraged to express opinions in a courteous manner, justifying their responses.</p> <p><b>Impact:</b> Our children begin to develop a set of reasoned attitudes; they can explain their choices/opinions in an age appropriate manner. Within the school, discriminatory incidents are rare, as is the use of inappropriate discriminatory language.</p>	<p>FBV2 FBV4 FBV5 FBV6</p>

## The Social Development of pupils:

Statutory requirement of the SMSC curriculum	This is achieved by....	FBV Ref
<p><b>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>There is a strong focus through PSHE, Circle time, SEAL and through the Catholic Christian ethos of the school, upon developing the necessary social skills and moral code, knowledge and understanding, to live harmoniously in a diverse society.</p> <p>As a faith school, we recognise the need to ensure that that children within the school who are not Catholic, and those who have no faith, should feel a sense of inclusivity. We ensure that the school prospectus is clear and transparent about the Catholic mission of the school but place great emphasis upon the fact that we embrace and value children of any faith, or none, who attend our school.</p> <p>We value cultural and ethnic diversity. We invite parents and pupils to come into school to share cultural experiences etc with us e.g. through the successful multi-cultural evening.</p> <p>We take children to visit places of worship, where they are expected to respect the religious practice they observe and adhere to appropriate behavioural attitudes and requirements there.</p> <p style="color: red;">Impact: Increased awareness of other cultures, faiths and religious practices. Bullying, racism and discriminatory behaviour/language is rare; our children inclusive in work and play situations.</p>	<p>FBV4 FBV5 FBV6</p>
<p><b>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</b></p>	<p>Our pupils are encouraged to be 'good citizens' both within school and in the wider community. Group work, collaborative work, and team play, provides many opportunities for our pupils to learn to cooperate and support each other. Where disputes or disagreements arise, we involve pupils in the resolution to enable them to acquire the skills to resolve conflict independently. We plan to develop a 'Peer mediation Group' in the future.</p> <p>Our children support each other as Play-Leaders, Reading Buddies and Volunteer helpers, throughout the school day. Being a register monitor or class book monitor, provides opportunities to assist and support in the class. Pupils cooperate and work with children from another local Catholic school e.g. in presenting 'Stations of The Cross' and further planned initiatives.</p> <p>Some of our pupils are members of the Police Cadets where they have many opportunities to learn about service to the community and have opportunities to work and develop friendships within a wider social context. Similarly we have pupils in the junior section of St. John Ambulance Brigade (Badgers) who learn valuable skills and learn the value of service of the community.</p> <p style="color: red;">Impact: Children understand the role of 'People who help us' and their own responsibilities in 'Treating each other as they would wish to be treated themselves' (Luke 6:31) Children are aware of the contributions they can make to the community.</p>	<p>FBV1 FBV2</p>

<p>Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Children learn about the democratic process in a real and 'tangible' way. The school has;</p> <ul style="list-style-type: none"> <li>• School (Pupil) Council - to which two children from each class are elected by peers as representatives</li> <li>• Annual elections for House Captains</li> <li>• A class Charter - agreed and voted upon by each class member</li> <li>• Opportunities for debates</li> <li>• Mock elections held e.g. during a General Election period or referendum period (e.g. the Scottish devolution referendum)</li> <li>• Opportunities to learn about the development of democracy in history lessons</li> <li>• <b>Teachers who listen to pupils; and pupils who know they are listened to!</b></li> <li>• Opportunities for pupils to write to MPs on matters which concern them or they feel relevant to their interests</li> </ul> <p><b>Impact: Children engage in a democratic process, which is meaningful to them. They learn to accept and respect a majority decision. They perceive tangible benefits to participating in a democratic process.</b></p>	<p>FBV1 FBV2 FBV4 FBV5 FBV6</p>
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### The Cultural Development of pupils:

Statutory requirement of the SMSC curriculum	This is achieved by...	FBV Ref
<p><b>Understanding &amp; appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</b></p>	<p>Older children will learn of e.g. the impact of the Vikings, Romans, and Tudors, on the history and development of our Nation; they will learn to understand the impact of more recent cultural influences. They will learn about the influence of artists and musical composers, on cultural development. They will learn about both the First and Second World Wars and consider the challenge both posed to democracy, individual freedom, religious freedom, and sovereignty. In RE and History the children will learn how Christianity shaped British heritage and law, and how this influenced other nations of the world - the Magna carta.</p> <p><b>Impact: Our children are encouraged to know Britain as a multi-cultural society enriched by the influences of many cultures and ethnic groups throughout history.</b></p>	<p>FBV1 FBV2 FBV3 FBV4 FBV5</p>

<p><b>Understanding &amp; appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</b></p>	<p>Events, previously mentioned, such as Multi-faith week and the 'Multi-cultural evening' will promote a positive attitude, understanding and appreciation of the contribution of all persons to the richness of modern Britain. We schedule opportunities for topic work including speakers to visit school, and for trips to places of interest as part of the RE, History and Geography curriculum.</p> <p><b>Impact: Our children are encouraged to know Britain as a multi-cultural society enriched by the influences of many cultures and ethnic groups throughout history. Respect without prejudice.</b></p>	<p>FBV5</p>
<p><b>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</b></p>	<p>Pupils reflect on the consequences of societal and racial disharmony in the annual Remembrance Day Assembly; they also learn to appreciate and honour the sacrifice of those who gave their lives to preserve peace and democracy for our Nation. Older children study the Second World War.</p> <p>Our children will learn about local and central government and where possible will visit the Council building, They will take a 'virtual tour' of Parliament and learn about the role of MPs and Lords.</p> <p><b>Impact: Our pupils will acquire an understanding of the value of the democratic process; they will experience it 'in action' and be encouraged to perceive it as fair and just.</b></p>	<p>FBV1 FBV3</p>
<p><b>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</b></p>	<p>The School provides a broad and balanced curriculum, which offers the children opportunities to engage in sporting, academic, musical and artistic activities. Children have enthusiastically participated in;</p> <ul style="list-style-type: none"> <li>• Drama productions and Drama Club</li> <li>• Dance</li> <li>• Football &amp; Netball teams/clubs</li> <li>• Cookery club</li> <li>• Science Club</li> <li>• Art Club 7 Art activities producing excellent display work</li> <li>• Creative writing Club</li> <li>• Musical presentations - choral and instrumental</li> <li>• Multi-cultural evening - with presentations of music, song &amp; dance</li> <li>• Photographic competitions</li> </ul> <p><b>Impact: Children discover and develop their own interests and talents and learn to appreciate those of others.</b></p>	
<p><b>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the</b></p>	<p>Our children are encouraged to know Britain as a multi-cultural society enriched by the influences of many cultures and ethnic groups throughout history.</p> <p>Events, previously mentioned, such as Multi-faith week and the 'Multi-cultural evening' will promote a positive attitude, understanding and appreciation of the contribution of all persons to the cultural richness of modern Britain.</p>	<p>FBV4 FBV5 FBV6</p>

<p><b>extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</b></p>	<p>We have a mission statement that is inclusive. We promote respect for others as a matter of good manners.</p> <p>Children are expected to respect the value of everyone's opinion during debates and discussions.</p> <p>In RE and PSCHÉ we emphasise that every person is unique and 'created in the image of God' and therefore deserves our love and respect.</p> <p>We have an effective anti-bullying policy and a strong and supportive system of pastoral care. We are robust in tackling anti-social and discriminatory behaviour.</p> <p><b>Impact: A firm understanding of the Catholic Faith. Increased awareness of, and respect for, diversity of cultures, faiths and religious practices.</b></p> <p><b>Bullying, racism and discriminatory behaviour/language is rare; our children are inclusive in work and play situations.</b></p>	<p>FBV4 FBV5 FBV6</p>
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