

LITTLE CRICKETS FOREST SCHOOL- SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND BRITISH VALUES POLICY

1. INTRODUCTION

1.1 At Little Crickets Forest School, we recognise that the personal development of pupils' spiritual, moral, social and cultural (SMSC) understanding plays an important part in their ability to learn and achieve their goals. It is the foundation for the development of each and every child's respect for those around them. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- spiritual awareness;
- a positive, caring attitude towards other people;
- their own values and beliefs;
- high standards of personal behaviour;
- an understanding of their social and cultural traditions;
- and an appreciation of the diversity and richness of the cultures.

2. AIMS

- 2.1 To ensure that the whole forest school community is aware of our values and ethos.
- 2.2 To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- 2.3 To ensure that pupils know what is expected of them and why.
- 2.4 To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- 2.5 To enable pupils to develop an understanding of their individual and group identity.
- 2.6 To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- 2.7 To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- 2.8 To explore and establish values such as democracy, rule of law, individual liberty, mutual respect and tolerance of other faiths.

3. KEY DEFINITIONS

3.1 Spiritual development

3.1.1 Spiritual development is about the growth of the human spirit. The spirit affects how we see ourselves and others and how we define who we really are. It is about the inner life where people reflect and acquire insights into their own experiences and those of others, it may be linked to beliefs for some, but it always looks beyond themselves and humanity.

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

- Develop their capacity for critical and independent thought;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Develop empathy, respect and understanding for other people's beliefs, values, feelings and experiences;
- Sustain their self-esteem in their learning experience;

- Express their feelings;
- Experience moments of reflection;
- Form and maintain relationships;
- Be creative and imaginative in response to varied experiences.

3.2 Moral development

3.3 Moral development is about considering what is right and wrong. It helps people explore and embed principles and values such as justice, fairness, compassion, consideration, truth and respect. It is also about recognising that actions have consequences.

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

3.5 Respect the value of each unique individual;

- Develop principles of distinguishing between right and wrong;
- Listen and respond appropriately to the views of others;
- Gain the confidence to cope with setbacks and learn from mistakes to develop resilience;
- Act responsibly with consideration for others;
- Show respect for the environment;
- Make informed and independent judgements;
- Develop their own moral compass and identify their key values.

3.6 Social development

3.6.1 Social development is about working with others and getting along. It is about living within local, regional, national and global communities and recognising our roles, rights and responsibilities within these. It is about working for the common good, forming positive relationships and treating others with respect. Social development focuses on what brings communities together whilst recognising and respecting diversity.

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

- Participate and make a positive contribution to life in our local communities;
- Engage with people from a wide variety of differing backgrounds;
- Develop an understanding of their individual and group identity;
- Develop skills of co-operation and how to resolve conflict.

3.7 Cultural development

3.7.1 Cultural development is about heritage, tradition and identity and how this shapes our lives and the lives of others. It is about understanding cultural diversity in all its form and how this contributes to individuals and communities: multi-cultural, multi-ethnic, multi-faith. Cultural development gives opportunities to explore how music, dance, drama, art, architecture, literature, sport and celebrations can help individuals and communities to participate, respond and express feelings, ideas, values and beliefs. Cultural development is inward and outward looking.

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

- Understand what is meant by culture;
- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- Appreciate the range of cultural influences that have shaped the lives of others and how this may be different from theirs;
- Develop an understanding of their social and cultural environment within the setting and beyond;

- Develop respect and tolerance for different religions and beliefs, ethnic groups, cultures and lifestyles;
- Develop an understanding of Britain's local, national, European, Commonwealth and global influence and connections.

4. BRITISH VALUES AT PARK SCHOOL

4.1 The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools to prepare children and young people positively for life in modern Britain.

4.2 The government list of British values are : Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs . At Little Crickets Forest School we teach and model these values by:

4.2.1 Democracy

Democracy is embedded within the setting. Pupils have the opportunity to have their voices heard through our group discussions. Our school Behaviour Policy (including sanctions) involves rewards, which the pupils decide upon.

4.2.2 The Rule of Law

The importance of Laws are consistently reinforced throughout regular forest school days. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

4.2.3 Individual Liberty

Within forest school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a forest school we educate and provide boundaries for young pupils to make choices safety, through our provision of a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely.

4.2.4 Mutual Respect

Part of our forest school ethos and behaviour policy has revolved around core values of respect for others and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our learning areas and learning rules, as well as our Behaviour Policy (including sanctions).

4.2.5 Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Discussions involving prejudices and prejudice-based bullying have been followed and supported by learning. Members of different faiths or religions are encouraged to visit our forest school and share their knowledge to enhance learning within classes and the school.

5. TEACHING AND ORGANISATION

5.1 Development in SMSC and the teaching of British Values will take place across all curriculum areas, within activities that encourages pupils to reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle. Practitioners will inspire pupils through the enthusiasm for and modelling of learning. Staff will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

- 5.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.
- 5.3 Time to Thrive/PSHEE sessions will give pupils opportunities to:
- Talk about personal experiences and feelings;
 - Express and clarify their own ideas and beliefs;
 - Speak about difficult events, e.g. bullying, death etc;
 - Share thoughts and feelings with other people;
 - Explore relationships with friends/family/others;
 - Consider others needs and behaviour;
 - Show empathy;
 - Develop self-esteem and a respect for others;
 - Develop a sense of belonging;
 - Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.
- 5.4 Many curriculum areas provide opportunities to:
- Listen and talk to each other;
 - Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
 - Agree and disagree;
 - Take turns and share equipment;
 - Work co-operatively and collaboratively.
- 5.5 Extra-Curricular Activities provide opportunities:
- Personal development is also enriched through a wide range of extracurricular activities which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.