

# Policy on Values in Education

## MUGGINTON CofE PRIMARY SCHOOL

Reviewed	<i>25<sup>th</sup> June 2018</i>
HT	J Green
CoG	D Walton
Future Review	<i>Summer 2020</i>

# **Mugginton CofE Primary School**

## **Values in Education Policy**

### **SUMMARY STATEMENT**

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

#### **1. Principles**

Our school is committed to providing a broad and balanced curriculum and within this to support pupils' spiritual, moral, social and cultural (SMSC) development underpinned by our work on British Values.

Therefore we acknowledge that:

- Values underlying public life are broadly the same in all democratic countries
- Each country has its own history and context
- No-one is just one thing – every child is special/unique
- All pupils need a sense of belonging
- Negative and demeaning stereotypes must be challenged
- Values are frequently controversial
- Understandings of 'Britishness' should be inclusive AND BUILT AROUND MUTUAL RESPECT AND TOLERANCE.

#### **2. Legislation**

We welcome our duties under the Education Reform Act 1988 to support pupils' SMSC development and in this way to contribute to the spiritual, moral, social and cultural development of society as a whole.

We recognise that SMSC development includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in autumn 2014 about 'fundamental British values'.

# Mugginton CofE Primary School

## Values in Education Policy

### FULL STATEMENT

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance

#### 1. Introduction

We believe that SMSC development is the heart of education: helping pupils grow and develop as people so they will engage fully in learning and develop into citizens who actively and positively contribute to society.

We recognise that effective promotion of SMSC development, INCLUDING BRITISH VALUES, means that our pupils are better able to achieve their full potential because they are better prepared for the opportunities, responsibilities and experiences of adult life, more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, more inspired toward a love of learning, better able to think independently and more responsible and considerate towards others.

SMSC development is promoted through all the subjects of the curriculum, and through the ethos of the school where the development of positive attitudes and values and the shared celebration of progress, success and diversity is central to everything we do.

#### 2. Legal framework

We welcome our duties under the Education Reform Act 1988 to support pupils' spiritual, moral, social and cultural (SMSC) development and in this way to contribute to the spiritual, moral, social and cultural development of society as a whole.

We recognise that SMSC includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in autumn 2014 about 'fundamental British values'.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion, and under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We recognise that these duties reflect the international human rights standards expressed in the UN Universal Declaration on Human Rights, the UN Convention on the Rights of the Child, and the UN Convention on the Rights of People with Disabilities.

#### 3. Guiding principles

In fulfilling the legal obligations cited above, we are guided by the following considerations:

##### **Values underlying public life are broadly the same in all democratic countries**

Values underlying public life in the United Kingdom have been summarised as 'including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'. It is important that pupils should appreciate that such values are not unique to the UK but on the contrary are at the basis of the Universal Declaration of Human Rights and are respected in a very wide range of countries throughout the world.

##### **Each country has its own history and context**

Although values underlying public life are broadly the same in all democratic countries, each country has its own traditions, customs, symbols, narratives and history. It is important that children and young people should learn about how universal values are implemented within their own country, and about how their own country has developed in its understandings and priorities over time.

In UK schools, for example, it is important that pupils should learn about the distinctive traditions of their nation, as also of the UK as a whole.

### **No one is just one thing**

Although it is important that young people in the UK should feel they belong here, all have other loyalties and affiliations as well. They not only belong to the UK, for example, but also to a family, a neighbourhood, various interest and friendship groups, and various worldviews and outlooks, which transcend national boundaries.

Our tasks as educators are to help young people to hold their various loyalties and affiliations in balance, and to critique and appreciate them accordingly.

### **All pupils need a sense of belonging**

It is essential to help all pupils feel that they belong to the school, to their neighbourhood and to the country as a whole. This means recognising important aspects of their identity, experience and personal stories, and the identity, experience and personal stories of their family and community.

### **Negative and demeaning stereotypes must be challenged**

In UK society as a whole there are negative stereotypes of certain communities and groups, and these can harm relationships and trust in our school and its neighbourhood. We need to be alert to, and to take a critical attitude towards, negative views in the media, including social media, towards minorities in UK society.

### **Values are frequently controversial**

In the UK as in all countries there are differences of opinion about what universal human values entail should entail in practice. For example, there are differences between political parties and between the views expressed by national newspapers.

It follows that our task is often to develop attitudes of open-mindedness and skills in critical thinking rather than to promote a specific opinion on an issue about which society is currently divided.

It follows also that the school needs to provide safe spaces where pupils can clarify their thoughts through reflective conversation, without fear of being harshly judged.

### **Understandings of Britishness should be inclusive**

Assumptions about what constitutes or doesn't constitute Britishness or national identity must be subjected to ongoing critical examination.

We aim to foster exploration and discussion of Britishness in an inclusive way, which embraces diversity and acknowledges the multiple ways of connecting with British society.

## **4. Examples of our work on promoting positive values**

In the light of the principles outlined in paragraph 5 above, we undertake several activities and projects, amongst others are the ones detailed in Annex 1

## **5. Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 5 above
- keep up-to-date with legislation relevant to their work.

## **6. Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **7. Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **8. Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

## **9. Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

## **LA Introductory notes**

There is no statutory requirement for a school to formulate a policy statement on the development of values. It is good practice, however, for a school to make a statement about the principles according to which it reviews the impact of its practices relating to pupils' spiritual, moral, social and cultural (SMSC) development and it is prudent to ensure in this way that, amongst other things, it is ready for an Ofsted inspection.

In its overall framework the draft model policy in this paper is based on the equalities policy that Derbyshire developed in the period 2003–2012, and that is included in the pack of papers prepared for today's conference.

As with the model policy on equalities, this policy on values is provided in two versions. First, there is a summary containing the essential points. Second, there is the full statement.

## SMSC: Promoting British Values and Pupil Voice

We are committed to and proud of our school culture and ethos, which promotes children’s Spiritual, Moral, Social and Cultural (SMSC) development. This is well-reflected in our SIAMS church inspection (June 2016, [www.muggintonschool.co.uk/Facts/FactsFiles/FactsInspections/SIAMSJune2016.pdf](http://www.muggintonschool.co.uk/Facts/FactsFiles/FactsInspections/SIAMSJune2016.pdf)) which judged our school to be ‘Outstanding’.

Below is a brief overview of some of the ways our school promotes British Values.

<b>Democracy</b>	<b>Rule of Law</b>
<p>Faith Council Whole-School Vote (see Twitter Feed, 30/9/16)</p> <p>Addressing national issues – EU Referendum work (see Twitter video, 23/6/16)</p> <p>Weekly Team-Time collective worship</p> <p>Voting for competition winners, for example at the ploughing match</p> <p>Pupil questionnaires completed twice per year</p> <p>Class evaluation of topics studied</p> <p>Study of classical civilisation – Greeks and Romans</p> <p>Faith council trip to Derby Cathedral to join workshop on ‘democracy’ and parliament in the United Kingdom (November 2016)</p> <p>Junior class visit to Westminster and tour of Houses of Parliament (March 2017)</p>	<p>School rules (to become 5 ‘Golden Rules’ in January 2017)</p> <p>Pupil voice affecting school rules: for example, ‘no more than four in cloakroom at a time)</p> <p>Subject-specific rules – staying safe in science</p> <p>Collective Worship – exploration of rules and their nature: the 10 commandments, the Fruits of the Spirit (covered with RMc Jan 2016)</p> <p>Great Leaders: Jesus, Gandhi, Martin Luther King.</p> <p>Peaceful Protest</p> <p>Religion-specific rules – idea of the Holy Trinity in Christianity and Islam (see RE books, June 2016)</p> <p>Rules for playground apparatus use and for staying safe on the playground</p> <p>Workshop from NSPCC (April 2016) on staying safe – what constitutes illegal behaviour towards a child</p>
<b>Individual Liberty</b>	<b>Mutual Respect and Tolerance</b>
<p>Collective Worship Crew – opportunity to lead Collective Worship.</p> <p>Mission Statement and Behaviour policy uphold the right to learn and to feel safe in school.</p> <p>Collective Worship, RE and PSHCE work: rights and responsibilities</p> <p>Faith Council, School Captains</p> <p>Collective Worship Fruits of the Spirit: Temptation</p> <p>SEAL/PSHCE: It’s good to be me; Everyone is different</p> <p>PE, competitive sport, learning to win and lose</p> <p>Guest speakers (e.g. SW, parent governor, Oct 2016 visit, sharing their expertise on how to make a good impression/have a positive impact on people)</p> <p>Children reflecting on their learning and identifying personal targets.</p>	<p>Forest Friday team activities</p> <p>RE work – similarities and differences in the way people worship (see Twitter feed 13/5/16)</p> <p>Visits to cathedral, churches and mosque</p> <p>Anti-bullying work</p> <p>Lessons from history: Gandhi, Martin Luther King</p> <p>Sharing our good fortune – raising money for charities</p> <p>Daily act of Collective Worship – themes include respect, cooperation and teamwork</p> <p>Our global schools work – link with Italian school and with St. Chads in Derby</p> <p>Half-termly visits from Reverend Harper</p> <p>International/Theme weeks</p> <p>Using international competition (Olympics, World Cup) to inspire learning.</p>