

## Overview of how Christian values explicitly enhance its provision for SMSC development

### Values Education

'Values' are the long-term underlying principles used in deciding what is right and wrong, good or bad. We believe that if the values education underpins everything we do, then it will not only enhance the quality teaching and learning, but will support the children to make a positive contribution to the development of a fair, just and civil society.

Our one school rule is respect. We expect children to demonstrate the value of respect by respecting themselves and their learning, respecting their peers, respecting the adults in the school, respecting the school environment and school community and ultimately respect God. In addition to the value of respect, the school has chosen to adopt 6 key values we actively teach and promote – hope, love, joy, peace, resilience and trust. These Christian values are permeated through the school life by staff and governors modeling the values through their own behaviour; the school actively encouraging parents to promote the value; the discreet teaching of the meaning of the value during RE lessons and Collective Worship and the effective use of the Restorative Justice approach to ensure children have time to reflect about choices they have made and the consequences of their actions.

### SMSC

#### **What is it about?**

- Spiritual development is about the development of the non-physical aspect of human existence.
- Moral development is about knowing what is right and wrong and acting appropriately on this knowledge.
- Social development is how the individual relates and responds to others.
- Cultural development is about encouraging, appreciating, respecting and responding positively to one's own cultural identity as well as that of others.

#### **How do SMSC development and Christian values weave together?**

An outline of how the school finds opportunities to learn about the different values whilst developing SMSC.

	Spiritual	Moral	Social
Respect	<p>Collective worship, HRE, RE, opportunities for prayer.</p> <p>We teach our children that they have the power to build respect with the way they conduct their lives.</p> <p>We teach our children to be honest, loyal, lead by example, persevere, show compassion, reflect and ultimately develop integrity – doing the right thing when no-one is watching – because God is watching.</p>	<p>Restorative Justice approach.</p> <p>Behaviour system and strategies embedded to make amends using the Restorative Justice approach</p> <p>Collective worship and HRE are used as opportunities to demonstrate what respect looks like in today's world.</p>	<p>Demonstrating respect in our actions;</p> <p>respect our learning;</p> <p>respect our property;</p> <p>respect our friends;</p> <p>respect adults;</p> <p>respect God.</p>
Hope	<p>Collective worship, HRERE.</p> <p>Hope and Faith is a living and confidence in God's grace.</p> <p>Hope sees the invisible, feels the intangible and achieves the impossible. Hope gives us direction. Hope gives us the determination and strength for whatever we face.</p> <p>In Romans 12:12 it says: 'Rejoice in our confident hope. Be patient in trouble and keep praying'. Hope is <i>not</i> the</p>	<p>Using the Jigsaw resources in HRE to learn about 'Dreams and Goals'</p> <p>Children learn about common good and to be the best you can be.</p> <p>Charity work and selfless acts - helping others and giving them hope.</p>	<p>Teach children about expectations, aspirations and help them to see opportunities.</p> <p>Help children to reflect about their future and choices that can impact on their future.</p> <p>Making a positive difference and random acts of kindness bring hope.</p>

	conviction that something will turn out well, but the <i>certainty</i> that something makes sense, regardless of how it turns out		
Love	Collective worship, HRE, RE. Love is the capacity to extend ourselves for the sake of another person's growth. God being the ultimate example of love in action. Love teaches us to understand, respect, and support each other. Love requires action. It's not a <i>thing</i> we try to get for ourselves, but instead is an <i>action</i> we express to others through sharing and serving. Love activates, love empowers and love encourages the growth of our other core values.	Explore different relationships as part of HRE. Teach children about freedom of choice and respecting other people's choices, also in whom they love. If God fills our hearts with love, what would that look like in terms of our actions and behaviour.	Random acts of kindness What does love look like in different relationships Flesh out the meaning of... ➤ Love thy parents (discipline – is that love) ➤ Love thy self (own ego?) Body is a temple of God
Joy	Collective worship, HRE, RE. Joy is not based on circumstances, but a deep-seated sense of happiness in what God has done and what he is doing. We believe we are shaped by our thoughts; when the mind is pure, joy follows like a shadow that never leaves.	Daily mindfulness programme implemented – daily 1.00 – 1.30	How can we bring joy/ spreading joy in school and community – 'be kind' challenge.
Peace	Collective worship, HRE, RE. We learn that Peace is a state of mind. If you find Peace in God, you can be happy despite any situation. If you have everything the world can give - pleasure, possessions, power - but lack peace of mind, you will not find true happiness – which leads to the last value of Joy.	Using HRE and collective worship to develop inner peace and spread peace.	Develop children to be peacemakers in our school – how? Be a good listener. Restorative Justice – children involved in the process of reflecting and making amends. Headies involved with amber book children, helping them to reflect about wrong choices. Play leaders and prefects and house captains having responsibilities at lunch time.
Trust	Collective worship, HRE, RE. Trust can easily be broken in this world, but we learn that we can trust God in every circumstance. Many times in our lives we go through trials and following God's plan might seem like it doesn't make sense, but we learn that God is always in control and he will never leave us.	Children learn that they are trusted to make good choices and reflect about their own behaviour – motto: be the best you can be. Children learn what integrity is: doing the right thing when no-one is watching will earn trust and will develop a trustworthy citizen.	The issue of trust in friends, and how that trust can easily be broken, is explored in HRE. You can't control other people, but you can control your own actions. The children learn that they have to earn trust. Confidentiality explained in reference to keeping a secret versus telling someone else, in order for that person to get the support they need and be safe. Online awareness and E-safety – who can you trust on the internet?

**The school is committed to use a range of multi-cultural stories to develop the cultural aspect of children when teaching them about the 6 core values.**

## British values

Dominant values are values widely shared in a group, community or culture. Whilst dominant values in Britain could be called ‘British values’ they are not exclusively British. They are in essence shared human values which are expressed through a British lens.

	Dominant value underpinning the British value	What we teach	Opportunities where we teach British values
Democracy	Equality  <i>Bible reference</i> <i>Gen 1.27</i> <i>Matt 7.12</i> <i>John 13.16</i> <i>Galatians 3.28</i> <i>Colossians 1.16-71; 4.1</i>	Democracy is about having a stake in society. Britain is a democracy – this means that the people in Britain vote for the people who make the laws and decide how the country is run. If we didn’t have a democracy, just one person might be able to make all the laws and that would not be fair. Encourage respect for democracy and support in the democratic processes, including respect for the law in England  Understand how citizens can influence decision-making through the democratic process. Understand freedom of speech and rights within it.	Pupil Ambassadors and pupil voice. Pupil Ambassadors voted for by their peers. Through school council and pupil interviews children have many opportunities for their voices to be heard. Children also have an annual questionnaire with which they are able to put forward their views about the school. The children’s views and opinions feeds into the school’s action plan. Regular pupil interviews, with a random selection of children, by various stakeholders, i.e. governors and visitors, is a platform for pupil voice.
Rule of law	Justice  <i>Bible reference</i> <i>Amos 5.24</i> <i>Micah 6.8</i> <i>Mark 1.15</i> <i>John 14.21</i> <i>Romans 2.13; 13.1-7; 1 Peter 2.13-17</i>	The rule of law is the principle that all people and institutions are subject and accountable to, fairly applied and enforced law. In Britain we have a police force who make sure people do not do the wrong thing and break the law – this means that we are safe. We respect the basis on which the law is made and applied and it enables citizens to distinguish right from wrong. The rule of law is the outworking of the value of justice. Traditional Christian belief in the justice of God makes this value an important element in the story of salvation, forgiveness and redemption.	School rule of respect and Restorative Justice approach Children are constantly reminded and encouraged to make the ‘right’ choice, creating an ethos of respect. Our one school rule is respect and through our value education and the Restorative Justice Approach the children are taught the reasons behind laws. The children learn that the laws govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Children are encouraged to demonstrate positive behaviour and attitude to learning by the school promoting a growth mindset, rewarding positive behaviour, celebrating what they are doing well and a mindset that one can learn through mistakes. The school has a good partnership with the local police and there have been occasions to bring in police to point out how particular behaviour could be viewed by the law. We also encourage visits from and to police, fire brigade, medical centers and visits to museums in London

Individual liberty	Responsibility and Freedom  <i>Bible ref</i> <i>Psalm 119.45</i> <i>John 8.36</i> <i>1 Peter 2.16</i> <i>Romans 12.6-8</i> <i>James 4.7</i>	Individual liberty does not mean putting yourself first at the expense of others, but rather having the freedom to act without coercion and the freedom to disagree without punishment, within the rule of law. In Britain, as long as we do not break the law, we can live as we choose and have our own opinions about things.	Making choices safely By providing safe boundaries we want children to know, understand and exercise their rights and personal freedoms and therefore we give them many opportunities to make choices safely. Some examples of choices are - exercising safe choices when using computers; voting for a school council representative, choosing challenging, but appropriate, books to read in class. We encourage students to accept responsibility for their behaviour, show initiative, and understand their rights. The school is also committed to developing a strong anti-bullying culture (see behaviour policy).
Mutual respect and tolerance	Love  <i>Bible ref:</i> <i>Luke 14.10</i> <i>Acts 10.34-35</i> <i>Romans 12.9-11</i> <i>Matthew 5.44 – 45</i> <i>John 3.16; 8.7</i> <i>Romans 14.1-4</i> <i>Titus 3.10-11</i>	In Britain we respect that other people might have different beliefs than ours and they may believe in different religions. Even if they do not match our own beliefs, we show respect for other peoples' thoughts and feelings and we can expect other people to show us respect. We also actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. We teach children to accept responsibility for their behaviour, show initiative, and show how they can contribute positively to the lives of others in the local community and society more widely .	Value education; Collective worship; RE; International day Our school ethos is underpinned by our core Christian values, and these values determine how we live as a community at St Michael's School. Mutual respect is at the heart of our ethos, where we have one school rule of Respect. Collective Worship and RE lessons are valued opportunities to explore the meaning of our core values of Respect, Trust, Love, Hope, Joy and Peace. It is also central to positive promotion of different beliefs. Our Restorative Justice approach helps children to understand that their behaviour has consequences and that it affects them as well as others.
Wisdom Hope Community Dignity			