



Beehive centre

Spiritual Moral Social and Cultural Development and Promoting British Values Policy

Review date: April 2024
To be reviewed: September 2024

Definitions

Spiritual Development

Children' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Children' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Children' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Children' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities



British Values

British values are;

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- The Tolerance of Different faiths and beliefs

Aim

At Beehive centre, the children and their learning are at the very heart of every decision made.

The ethos of our centre is such that all people who come into our centre, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

Planning

In planning programmes, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as in Circle Time and Social Skills groups.

Spiritual Development

Planned opportunities for spiritual development can be seen across the centre. Children are given opportunities and exposure to spiritual experiences as appropriate to their level of understanding. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
 - Awe and wonder
 - Connection and belonging
 - Heightened self-awareness
 - Prayer and worship
 - Deep feelings of what is felt to be ultimately important
 - A sense of security, well-being, worth and purposefulness
- The centre will develop a climate or ethos within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the centre day, e.g. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Beehive centre we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our centre develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the centre
- Promoting racial, religious and other forms of equality



- Giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which children can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the centre and wider community
- Encouraging children to take responsibility for their actions, for example, respect for property, care of the environment. Teachers always expect and discuss the code of conduct for the classroom based on the values held by the centre. Where there are appropriate levels of understanding we teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social Development

At Beehive centre we recognise that children who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the centre
- Understand the notion of interdependence in an increasingly complex society

Our centre develops pupil social development by:

- Identifying key values and principles on which centre and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging children to work co-operatively
- Encouraging children to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a centre community – for example, through assemblies, team building activities, residential experiences, centre productions
- Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for children to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment



Our centre develops children's cultural development by:

- Extending children's knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance
- Reinforcing the centre's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend children's cultural awareness, for example, theatre, museum and gallery visits

Promoting British Values

The DfE have recently reinforced the need ***“to create and enforce a clear and rigorous expectation on all centres to 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 Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Beehive centre these values are reinforced regularly and in the following ways. We keep an up to date audit of all such teaching and learning opportunities.

Democracy

Beehive centre endeavours to give all children who are able many opportunities for their voices to be heard. Children are encouraged to put forward their views about the centre and all children make a relevant and active contribution towards their annual review. Children vote during Circle Time and are given choices whenever possible. Teachers follow the child's motivation in Natural environment teaching sessions and use Token boards where appropriate.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the centre, or the country, are consistently reinforced throughout regular centre days, as well as when dealing with behaviour and through centre assemblies and circle time. Where appropriate children 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 and Fire Service help reinforce this message. Behaviour Plans promote good behaviour, Centre policies set rules and expectations and staff model good behaviour.

Individual Liberty

Within centre, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a centre we educate and provide boundaries for young children to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely. Teachers follow the child's motivation in Natural environment teaching sessions and use Choice boards.

Mutual Respect

As a Rights Respecting Centre, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the centre community treat each other with respect. Children learn to wait and to take turns. Staff model mutual respect in groups and teach children to appropriately interact with others and respect privacy.



Tolerance of those of Different Faiths and Beliefs

Beehive centre is fortunate to be situated in an area which has great cultural diversity. We are able to celebrate festivals and share each other's cultures and faiths. Celebrations are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures and each year parents help with our International Day. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within the centre. Children visit places of worship that are important to different faiths.

At Beehive centre we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. All staff receive PREVENT training.