



Whipman Woods Flying High Academy

Social, moral, spiritual and cultural policy, including British Values

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Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Social, moral, spiritual and cultural

At Whipman Woods Flying High Academy the Spiritual, Moral, Social and Cultural (SMSC) development of every child is central to all aspects of school life and reflected in our curriculum principles

- **Belonging**
- **Excellence**
- **Empowerment**

We aim to provide children with an ambitious, high-quality education and ensures that children are supported to be well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of moral purpose, in addition to a respect for and understanding of people. It is broad and balanced, rich and varied and provides our children with experiences and opportunities that are relevant. We are committed to ensuring that our children are not only ready for the next stage in their education but are also prepared to take their place in a truly global society.

The ethos of our school is such that all people who come into our school, whether it is children, staff, parents or visitors, 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 and reflecting British values.



Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and 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

Pupils' 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

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- 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.

Cultural Development

Pupils' cultural development is shown by their:

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- 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.

School Ethos

The promotion of students' spiritual, moral, social and cultural development provides the why (as opposed to the 'what' and 'how') of education. It is an essential ingredient of school success and every adult in school has a major role to play in promoting this. Values are communicated both implicitly and explicitly. The way we respond to children, the relationships we build with them, the examples we set, all express the values we live by and can be shared and explored. It is expected that in all our dealings with children, we all strive to adhere to and promote these values.

School Curriculum

SMSC is evident throughout our curriculum and is central to our curriculum principles. We aim to provide a curriculum that support children to develop as well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of moral purpose, in addition to a respect for and understanding of people. It is broad and balanced, rich and varied and provides our children with experiences and opportunities that are relevant to develop curiosity and understanding of the wider world. We are committed to ensuring that our children are not only ready for the next stage in their education but are also prepared to take their place in a truly global society.

SMSC at Whipman Woods

SMSC is woven throughout the curriculum at Whipman Woods so that it becomes part of the fabric of the school's offer. We have a SMSC calendar which details the school's programme of events but more importantly, ensures representation across cultural and religious groups. This calendar can be found on our website and is adapted annually to take account of key events and opportunities as they arise. The school's approach is not limited to the activities detailed on the calendar



but this does provide a framework which encourages a broad approach to be taken.

Calendared events are also enhanced by a clearly constructed 'assembly themes' timetable and a PSHE curriculum which compliments other areas of study. The curriculum is built around 'enquiry' questions which naturally allow for philosophical debate and these questions provide many opportunities for SMSC to be incorporated across the curriculum.

As an example, in Year 3 / 4 the enquiry question is 'How can we be influenced?' and whilst this is primarily a study of Ancient Greece, the children develop an understanding of how they might be influenced to impact their own community. They consider religious influence, family influence and peer influence in a full and rounded analysis of the question. At the end of the enquiry, the children answer the question via an 'authentic outcome' which requires them to critically evaluate the knowledge they have gained.

A further example of this would be in relation to the Y5/ 6 enquiry when children consider 'Do our differences define us? Whilst this is primarily a geography driven question, it is enhanced by history in as far as the children study the Civil Rights Movement and the PSHE curriculum which builds the children's understanding of diversity and inclusion. The question is closely linked to British Values (in particular, Mutual Respect and Tolerance) and ends with an authentic outcome which asks the children to raise funds for charity through a project linked to their learning.

The school subscribes to the Jigsaw PSHE curriculum which is closely mapped to the Flying High Partnership Key Knowledge Progression Document (KKPDs). The school's subject map details the key areas of study and the subject lead evaluates this against the SMSC policy, ensuring that the children's Personal Development opportunities are planned for in a coherent, sequential and progressive way.

Teaching & Learning

Teachers will inspire children through the enthusiasm for and modelling of learning. Teachers will use creative strategies and challenging questions to engage children in their learning and relate it to their own experiences. The Flying High Partnership approach to lesson design is closely linked to Rosenshine's theory of instruction and as such allows children to reflect on learning and to critically evaluate new knowledge. This approach lends itself well to SMSC and provides many opportunities for analysis and critical thinking.

Enrichment opportunities

Personal development is enriched through a wide range of extra-curricular activities, which provide opportunities for SMSC and for inspiring students to



broaden their experience and horizons. These make significant contributions to the ethos and spirit of the school. Whipman Woods will provide a wide range of enrichment opportunities both as part of the curriculum and as extra curricular opportunities beyond the school day. We will draw upon local and regional places of interest, to enrich our childrens learning and allow children to experience the wider world. The planned curriculum encourages the children to take part in local visits which enhance their understanding of SMSC – they will visit St John’s church, evaluate sustainability through local farming practices and take advantage of local amenities such as Clumber park and Rother Valley country park. In terms of visiting sites of religious significance, children will take part in visits to Doncaster where a richer range of places of worship can be explored.

Promoting British Values at Whipman Woods Flying High Academy.

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools 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 have been reiterated by the Prime Minister. At Whipman Woods these values are reinforced regularly and in the following ways:

Democracy:

Democracy underpins a lot of the work we undertake with our children. Pupil voice is a crucial part of our ethos and we are proud to ensure ALL children’s voices are heard. Pupils have the opportunity to have their voices heard through our School and Class Councils, Learning Committee, Sports Ambassadors, Learning Ambassadors, Learning walks, contributions to interviewing new staff and Pupil questionnaires. Elections for School Council representatives are undertaken in each class and the school council works with others across our partner schools to form the Flying High Trust Pupils Parliament. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other. Our curriculum specifically studies democracy within certain year groups.

The Rule of Law:

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The importance of Laws, whether they be those that govern the class, the school, or the country, are reinforced throughout our curriculum, as well as when dealing with behaviour and through school assemblies. The school's behaviour philosophy has at its core the principle of making the correct choices in life and our Behaviour Policy is derived from the key value of keeping making the right choice and understanding the impact if the wrong choice is made. Our 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.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record work, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Running through the heart of our school philosophy and vision is respect. This is consistently and frequently discussed with the children through circle time, assemblies, class and school councils. Our behaviour philosophy is based around ensuring all children respect one another and can value everyone as individuals.

Tolerance of 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. A core principle of our curriculum is that of 'Belonging' and therefore we look for every opportunity to celebrate the diversity within and beyond our school



building. As such, we also take part in the Anti-Racist Education Project (AREP), delivered by Nottinghamshire County Council. This important theme is delivered in the summer term and is linked to a carefully chosen set of texts. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE to ensure that children regularly revisit the subject.

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