



High March

SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY

Person responsible for latest revision:	Miss E Green
Page number of any significant changes in latest revision:	
Date of next review:	November 2022
ISI Reference	5

This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites

www.highmarch.co.uk

www.gov.uk/dfe

www.smisc.com.uk

High March

Social, Moral, Spiritual and Cultural Policy

Person Responsible for SMSC:

Upper School – Miss E Green - Assistant Head Mental Health and Wellbeing & Miss S Walker - Head of Upper School, Deputy Head (Pastoral)
Junior House – Mrs M Honiball

Date of Appointment to this role:

Miss S Walker - September 2021

Miss E Green – September 2021

Mrs M Honiball – September 2021

Date of most recent SMSC Staff Training:

Whole School audit of SMSC took place on an INSET day in April 2015 This was reviewed and updated by the Pastoral Team in April 2019 (See Appendix 1).

Mindfulness training for staff, January 2016

Prevent e-learning training course, April 2016

Channel General Awareness Module, College of Policing April 2016

Pupil Resilience training for staff led by Hester Bancroft January 2017

Growth Mindset training INSET, January 2018

Educare – Mental Wellbeing in Children and Young People – A Training Course for Teachers and Classroom Assistants – August/September 2018

At High March we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We see our role in developing their self-knowledge, self-esteem and self-confidence as vitally important.

Aims

Our overall aims in SMSC provision are to actively:

- Enable our pupils to develop their self-knowledge, self-esteem and self-confidence, distinguish right from wrong, respect the laws of England and develop into self-assured confident and happy young people.
- Encourage our pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the School and the wider society.
- Assist our pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England at levels appropriate to their age.
- Further tolerance and harmony between different cultural traditions amongst pupils and the wider society by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

- Understand that the freedom to choose and hold different faiths and beliefs is protected in law and that those having different faiths or beliefs from oneself should be respected and accepted.
- Assist our pupils to understand what democracy means and how democracy works in England.
- Promote an appreciation amongst our pupils that the rule of law protects individuals and is essential for their wellbeing and safety.
- Ensure our pupils are offered a balance presentation of views if any discussion of political issues takes place.

Whilst High March does have specific aims regarding SMSC other school policies are linked to this subject and these include the Child Protection and Safeguarding Policy, the Behaviour and Pastoral Care Policy, the Aims and Ethos Policy, Curriculum, Teaching and Learning Policy, PSHE and Relations Policy and the scheme of work for RS.

Teaching about potentially controversial or difficult subjects is likely to use some materials which presents opinions which are not compatible with the principles referred to in the School policy but are useful to illustrate the full range of opinion on a matter. Teaching staff will use their discretion in these matters and remain in line with the School policies at all times. A balance of views must be represented. Teachers will present material covered in a detached, objective and unbiased manner.

The Prevent Duty

The School also has regard to the guidance in the following documents:

- Prevent Duty Statutory Guidance: for England and Wales under s29 Counter Terrorism and Security Act 2015
- Prevent is supplemented by non-statutory advice and a briefing note:
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Any other relevant guidance issued by the Secretary of State.

All staff are required to have due regard to the need to prevent children and adults from being drawn into terrorism and to prevent radicalisation and extremism. This part of our Policy should be read in conjunction with our Child Protection and Safeguarding Policy and our ICT Security Policy. All staff should be vigilant and alert to pupils attempting to access online and via “apps” material that could be used in an attempt to radicalise children.

Extremism is defined as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”. Included within the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas. The most significant threats are currently from terrorist organisations in

Syria and Iraq, and Al Qu'aida associated groups. However terrorists associated with the extreme right also pose a continued threat.

We have no place for extremist views of any kind at High March. Our pupils see High March as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this. As a school we recognise that extremism and exposure to extremist views can lead to poor outcomes for children and hence should be treated as a safeguarding concern. High March staff will challenge extremist views in order to protect our pupils

We will consider and be alert to the risk of pupils who are vulnerable to being drawn into radicalisation. Any concerns should be reported to the Designated Lead for Child Protection and person responsible for the 'Prevent Duty', Mrs Kate Gater. In her absence, concerns should be reported to either of the Deputy Designated Leads for Child Protection, Mrs Michelle Honiball at Junior House or Miss Sharon Walker at Upper School.

Fundamental British Values

High March will also actively promote fundamental British values within PSHE, assemblies, other subject areas and in the school day as appropriate. Visiting speakers will cover a range of views. Pupils will not be actively encouraged to support particular political viewpoints. In promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, High March will meet the requirements of the Education Act 2002 (section 78) and Independent School Standards (England) in ways appropriate to the age of the pupils.

Social and Cultural Development

Social development requires staff to encourage pupils to relate effectively to others, to take responsibility, to participate fully in the school community and the community at large and to develop an understanding of citizenship. High March places a strong focus upon introducing pupils to the surrounding community and the world community in order to develop their social responsibility. There is a member of staff with responsibility for community liaison.

The pupils are supported in their development, as needed. There is a School Counsellor who is available to meet with girls if additional support is felt to be necessary. Counselling will only take place with the full agreement of the parents. Parents, staff and pupils have training opportunities within this area.

At High March we promote high standards of personal behaviour and a positive, caring attitude towards other people within the School and the wider community. Pupils who have displayed these qualities are often acknowledged with our 'Star of The Week' award during prayers. Each child is presented with a certificate and their photograph is displayed. Pupils at Junior House also take home a class bear to look after for a period of time. There are also cups awarded for such things as

helpfulness and friendship at Prize Giving. The Acts of Kindness Board at Upper School encourages the pupils to acknowledge the support that they get from their peers.

Helping and serving others is reinforced through the adoption of the NSPCC as the School's charity and the House system. Two or three Year 6 pupils are made NSPCC Prefects each year and they co-ordinate charitable fundraising activities for the NSPCC. The four Houses have each adopted a charity to support as the main one for their fund-raising efforts; for example Rose House raise funds for World Vision, which supports the education of a child in Tanzania. In addition, House members are given the opportunity to support an additional charity each year. The House Captains organise fundraising events for these. This will often involve speakers being invited to address the girls in Prayers or by delivering Assemblies to the younger members of the School at both Junior House and Upper School in order to explain fundraising events and the charities involved. All pupils are encouraged to think of others less fortunate than themselves with activities such as the offering of groceries and fresh food at Harvest for the local elderly community. They also look beyond their immediate community, supporting national charitable events such as Children in Need.

At High March we want the children to develop an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. The School does this within a firm Christian ethos and the promotion of British values. The development of such appreciation is reflected in the range of books in the library, assemblies and displays associated with different areas of the curriculum. The pupils also have the opportunity to study art, music, history and literature from different cultures as well as their own. They experience activities which celebrate British traditions, including English country dancing, festival days, the patron saints and national celebrations such as royal weddings and the Queen's Diamond Jubilee. They also mark days of remembrance such as Armistice Day within School or by taking part in events in the community. The common factors shared by different communities – such as customs, dress, traditions, food will be examined from both present day and historical perspectives. Staff nurture skills that enable pupils to interact confidently with those from cultures different to their own. High March provides numerous opportunities for pupils to visit places of interest as an introduction and stimulation to discussion of the cultural aspects of a subject. These enhance pupils' wider understanding of the impact of present and past cultures on their lives.

Pupil records on Engage contain information about the different cultural backgrounds of our pupils and the languages they use in the wider community. This allows us to invite parents into school to share their range of beliefs and cultural information. In these ways we aim to promote tolerance and harmony between different cultural traditions.

In Junior House, Reception classes study topics such as 'People Who Help Us' and at Upper School an understanding of British values is covered in PSHE and other areas

of the curriculum. Growth Mindset is a whole school initiative being embedded throughout the curriculum. In both parts of the School there are regular visits from Public Service groups such as the Fire Brigade, Police, Health professionals and church leaders, as well as community project representatives such as the council's recycling team, local library and charities.

Spiritual Development

At High March we aim to provide pupils with a variety of experiences which give potential for the development of an awareness of self, others and the natural world. We address each pupil with respect and value each pupil for their individual contribution in all situations. Pupils are actively encouraged to express views in a polite and positive manner. Pupils are provided with a range of experiences and stimuli. They are made aware of local, national and world religious beliefs and practices. Staff are aware that situations occur in their teaching that have the potential to offer the pupils the experience of awe and wonder. Pupils will be encouraged to enter into experiences fully and focus on them in considerable depth. They will be helped to discover new facets of things that they take for granted.

All areas of the curriculum make a contribution to the child's spiritual development and opportunities for this will be planned in each area of the curriculum, using examples and illustrations from as wide a range of cultures as possible, particularly in Religious Studies. It is also covered through School Prayers as well as PSHE and Circle Time. The diversity of spiritual traditions is recognised and the integrity and spirituality of other faith backgrounds is respected and explored both in lessons and assemblies. Pupils are given access to alternative views.

During School Prayers there is a biblical reading or moral theme, followed by a thoughtful consideration of relevant issues and prayers. Prayers throughout the School are Christian based, but other religions are respected and festivals, such as Passover are recognized, discussed, and often presented by individual classes. Visitors have also been invited to present talks about their careers, charity work or personal experiences and beliefs during school Prayers.

Prayers in Junior House tend to be thematic and are often based on suitable social or biblical stories, chosen to link into the theme. At Upper School, Prayers tend to be centred on themes and values such as honesty, making the most of our abilities, consideration, making choices etc. There is a focus on values, which relate directly to our Golden Rules. The girls are taught to reflect on the consequence of their actions and choices. House Assemblies are frequently pupil-led, developing opportunities for responsibility and personal development. The Form Time system, which exists in Years 3 to 6, often touches on discussions about moral and social issues.

At High March we welcome the diversity and breadth of spiritual understanding held by all members of our school; pupils, teaching staff and support staff. We believe spiritual development is the aspect of inner self through which pupils acquire enduring insights into their personal existence. It occurs through reflection on their own and other people's lives and beliefs and their environment. We encourage the

pupils from an early age to appreciate the beauty of the world around them through activities such as Forest School, the growing and nurturing of plants in the gardens and through activities across the curriculum. We believe that pupils need to be given opportunities for meaningful discussions about such things as ‘what leads to lasting happiness’ and ‘what fills us with awe and wonder?’.

At High March, we try to create an environment that is aesthetically pleasing, with a variety of interesting, stimulating experiences, which encourage the pupils to question and wonder about the world. Poetry, Music, Art and Drama, as well as Religious Studies are used to develop awareness of beliefs, moods, themes and emotions. We place great emphasis on listening, sharing and respect. This allows the pupils to feel secure and confident enough to contribute and share experiences.

Moral Development

Moral development is concerned with a pupil’s ability to make informed judgements about how to behave and act, to identify the reasons for such behaviour and to understand the principles that distinguish right from wrong. Moral development includes the need to show sensitivity and respect towards other people, truth, justice, property and the law of the land.

In developing the moral dimension at High March we aim to actively promote the following:

- Pupils’ development and growth into self-assured, confident, happy, positive girls with growing self-confidence.
- Pupils’ understanding of the place of their school in the world.
- Pupils’ consideration and evaluation of their feelings and others in a range of situations.
- An ability to reflect upon personal values, attitudes and beliefs regarding themselves and others.
- An understanding of how to contribute to school life and the wider community.
- A recognition of ‘right and wrong’.
- An age appropriate understanding of what the laws of England are including civil and criminal law.
- A respect for the public institutions in England.
- An age appropriate ability to compare and contrast English law with the different requirements of various religious laws.
- The development of tolerance and respect for cultural traditions different to their own.

Pupils at High March will develop an understanding of how citizens can influence decision-making through the democratic process. They will be introduced to the election process and the importance of law. The area of citizenship will be addressed as appropriate throughout their time at High March.

Pupil responsibility is very important at High March. Throughout the School, pupils are encouraged to take responsibility, whether it be with designated areas of responsibility within the classroom as form monitors, or with wider school

responsibility, such as being an Eco Representative. Pupils are issued with a 'job description' for any role they are given. These not only help to demonstrate the value that we place on pupil responsibilities but help pupils to understand what is expected of them and to reflect on the skills that are being developed. There are Play Pals and Wellbeing Prefects in the playground at Upper School and Junior Road Safety Officers across the School. This culminates in Year 6 when all pupils are given a position of responsibility in the various School Prefect roles. There is also a Pupil Council where children are encouraged to raise and discuss issues relating to all aspects of school life and to reflect on the contribution they make to our community. The Food Committee meetings encourage class representatives to share their thoughts regarding the school food. The Eco Representatives across the School meet to discuss environmental issues each term.

All adults will model and promote expected behaviour; treating all people as valuable individuals and showing respect for pupils and their families. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people; to appreciate why we have rules and laws and to understand the need to respect these. In Year 6 PSHE the girls are taught about the position Parliament holds in society, how laws are made and about human rights and responsibilities. All pupils should develop an understanding of both their rights and responsibilities.

The pupils will be encouraged to value themselves and others. This is exemplified by The Golden Rules which are displayed in every classroom and represent the core values on which we all base our day to day actions and are implicit in our school motto: 'Kindness and friendship is the rule.'

We are gentle
We are kind and helpful
We work hard
We look after property
We listen to other people
We are honest

Related Documents:

Improving the spiritual, moral, social and cultural (SMSC) development of pupils supplementary information. (www.gov.uk)

ISI Handbook for the Inspection of Schools, The Regulatory Requirements January 2017

Aims and Ethos Policy

Behaviour and Pastoral Care Policy

Child Protection and Safeguarding Policy

Curriculum, Teaching and Learning Policy

Display Policy

PSHE and Relationships Policy

SMSC Audit

Staff Handbook

Subject Handbooks

Appendix 1

High March School SMSC Audit - Updated 2019 (Yellow highlighted areas show a link with fundamental British values)

Spiritual Development involves:			
<p>Experiencing fascination, awe and wonder: shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p>	<p>Exploring the values and beliefs of others: shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p>	<p>Understanding human feelings and emotions: shown by pupils' willingness to reflect on their experiences</p>	<p>Using imagination and creativity in learning: shown by pupils' use of imagination and creativity in their learning</p>
Pupils may display the following:	Where it is evidenced:	How it is evidenced in our School and our curriculum (what happens in different subjects/year groups/key stages:	
<ul style="list-style-type: none"> • A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour • An awareness and understanding of own and others' beliefs • A respect for themselves and for others • A sense of empathy with others, concern and compassion • An ability to show courage in defence of their beliefs • A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, indifference, fanaticism, aggression, greed, injustice, sexism, racism and other forms of discrimination) • An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity) • A respect for insight as well as knowledge and reason • An expressive and/or creative impulse • An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact) 	<ul style="list-style-type: none"> • Activity Programme • Growth Mindset whole School Initiative • PSHE curriculum • Personal Development lessons in Year 4 • Upper School Educational visits and residential trips • Junior House Educational Visits • Forest Trip School • Art lessons, the Art Exhibition, displays and Nursery scrapbooks • Music lessons and performances 	<ul style="list-style-type: none"> • Debating Club for Years 4 – 6 • Current Affairs Club and School Newspaper Club • Eco Club • Serendipity Club • Growth Mindset displays, workshops and assemblies • Debating of philosophical questions incorporated into RS and Year 5 PSHE • Anti-bullying and respect for differences taught in PSHE • PSHE teaches pupils to reflect and encourages them to consider other people's points of view as well as their own • Discussions around self-awareness, Mindfulness, Growth Mindset and Philosophy for Children incorporated into Year 4 Personal Development • Pupils are enthusiastic, inquisitive and actively engaged in Educational visits such as those to The Natural History Museum, The Science Museum, The Lookout, XC Centre and Theatre Trips. They take full advantage of residential trips to enjoy new experiences and to challenge themselves: French Trip, Ski Trip, Manor Adventure residential • Visits to Wisley, Mop End, Kew and Windsor Castle. Experiencing real life that inspires awe and wonder e.g. giant lily pads, a pineapple growing on a real castle • Freedom to explore their surroundings, discover for themselves and appreciate the world around them • Pupils demonstrate creativity and pride in their Art work. They enjoy finding out about Art from different cultures and beliefs (e.g. African, Native American and aboriginal). They show an appreciation of the work of others • Pupils show an appreciation for listening to, creating and performing music from different periods and cultures 	

	<ul style="list-style-type: none"> • Drama Production and performances • Science lessons and whole School Science Day • Prayers • Harvest Festival • Christmas Carol Service • Golden Rules • English curriculum, Poetry lessons and the Del Anderson Poetry competition • Humanities curriculum • PE Curriculum and Sporting fixtures • Playground, Playwatch rota 	<ul style="list-style-type: none"> • Pupils are very supportive of one another and are able to empathise with others, express their emotions and reflect upon their performances. They enjoy learning about costumes, technology and staging • Science provides the pupils with opportunities to explore the world around them and to wonder at things such as experiencing snow or the solar eclipse, making a lightbulb light up or investigating how materials can be changed. Other examples include the Big Science Event, a whole year's Habitat Study, exciting practicals and working co-operatively to create their own investigations. • Collective Prayers take place three times a week. Pupils are encouraged to explore moral and religious ideas and to reflect upon these, showing respect for beliefs and ideas that are different from their own. Visits by the local clergy are regularly organised. Visitors are invited in to explain the practices of other faiths • Collections are made for a local homeless charity/food banks • Years 3 – 6 participate in our Carol Service at the local Church • Golden Rules are in every classroom. Reception/Year 1 also have a cloud, sun and rainbow to reinforce behavioural expectations • The English curriculum offers ample opportunities for creativity and an appreciation of our language as well as exploration of emotions and relationships that help them to empathise. Author, poet and performance visits help to inspire the girls. Competitions are entered with enthusiasm, such as the BBC 500 words story writing, SATIPs Handwriting, Young Writers Award. Children are keen to enter our annual Spelling Bee competition and are supportive of the finalists. An annual Poetry Scholarship results in wonderful Poetry Anthologies being produced. Texts are carefully selected to reflect a range of cultures and moral dilemmas • As part of RS curriculum, Year 4 visit the Hindu temple, Neasden and undertake studies of different religions. In Geography, the topic of India allows pupils to compare their lives to others less economically well off than themselves. In History, pupils are encouraged to explore the changing role of women, how our own and other societies have developed, the belief systems that shaped societies in the past. • There is a high level of participation in Sports Teams and pupils demonstrate good sportsmanship and effective teambuilding skills. Determination and co-operation are shown in the many galas, matches, training sessions and fixtures. Pupils understand how to support one another • With support from teachers, Year 6 Playwatch help to resolve conflicts by encouraging pupils to understand others' points of view and reflect on any problems. They organise games for the younger pupils to play. Pupils show respect for adults and other pupils within School and take care of their environment and property. Pupils show compassion and empathy for one another when they are upset or hurt.
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	<ul style="list-style-type: none"> • Food 	<ul style="list-style-type: none"> • Recognition of different dietary requirements as a result of faith or personal values
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Moral development involves:		
Investigating moral values and ethical issues: shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	Recognising right and wrong and applying it: shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	Understanding the consequences of actions: shown by pupils' understanding of the consequences of their actions and their ability to learn from mistakes.

Pupils may display the following:	Where it is evidenced:	How it is evidenced in our School (what happens in different subjects/year groups/key stages:
<ul style="list-style-type: none"> • An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures • A confidence to act consistently in accordance with their own principles • An ability to think through the consequences of their own and others' actions • A willingness to express their views on ethical issues and personal values • An ability to make responsible and reasoned judgements on moral dilemmas • A commitment to personal values in areas which are considered right by some and wrong by others • A considerate style of life • A respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An understanding of the need to review and reassess their values, codes and principles in light of experience 	<ul style="list-style-type: none"> • Eco School Award • Eco Club • Prayers • Geography lessons • Golden rules • Activity Programme • PSHE • Prefect roles and monitor roles • Playground 	<ul style="list-style-type: none"> • Eco council reps and Eco Prefects attend meetings, run competitions and lead assemblies to help work towards the Eco School Award. • Activities have included organising recycling paper bins for all classrooms, creating 'turn off the light' signs, running School competitions, planting outside and litter picking. Scrap paper is re-used by pupils. • Moral values and ethical issues are explored during Prayers. Pupils are encouraged to recognise right from wrong and taught how to apply this in their own lives. • Fairtrade topic and study of the environmental effects of human activity • Understanding of the golden rules – why we have them and why we abide by them. These are illustrated and discussed during Prayers. • Debating Club, Current Affairs Club – pupils enjoy participating in debates and explorations of moral, ethical and topical issues • PSHE topics on Democracy, Rights and responsibilities, friendships, peer pressure, philosophy, fairness, road safety amongst others • All Year 6 pupils are given a position of responsibility. They also all take turns at fulfilling the role of Play Watch. All classes have monitor roles. All pupils throughout the School are issued with 'job descriptions' for their monitor roles to help them identify what skills are being developed and to reflect on what they have learned

<ul style="list-style-type: none"> An understanding of environmental issues and everyone's responsibility in this regard 	<ul style="list-style-type: none"> Library and Class readers School Travel Plan Visiting speakers ICT letters on Internet Safety Homework diaries, rewards and sanctions system Acts of Kindness display Circle Time School Motto and Song Visits off-site and Uniform School hamster Lunch hall Curriculum 	<ul style="list-style-type: none"> Play within the playground is co-operative, inclusive and happy. Pupils are encouraged to help and support one another. The School has an extensive range of books and class readers including many that help children to challenge stereotypes and explore moral issues Pupils participate in JRSO Traffic Patrols. The School participates in walk/cycle/scooter to School weeks and runs competitions (e.g. Wow your Wellies) to encourage this Visits from Police, MP, clergy, NSPCC, parents (e.g. assembly on living with down's syndrome within family) and charity people Pupils sign own ICT agreements Headteacher Awards, Star of the Week Certificates and a house point system operate to reward good work and considerate behaviour (minuses are very rarely needed). Pupils understand the consequences of late homework or missing PE kit and respond well to the systems in place. Pupils nominate their peers for any acts of kindness they have observed Circle time is used to help pupils recognise the consequences of unkind or inconsiderate behaviour and to develop inter-personal skills Our School motto is: 'Kindness and Friendship is the rule'. The motto is displayed in diaries. Kindness tree in Nursery reinforces these values Complimentary comments are often received from members of the public on how well the girls behave and how smart they look. The girls take pride in their appearance and in their School. Pupils take responsibility for the care of the School hamster both during term time and in holidays Children are encouraged to avoid waste by choosing appropriately. Waste Challenge Weeks. In Junior House pupils learn about Food Miles and where food in the Supermarkets comes from. In Maths pupils compare supermarket offers to study value for money versus consumerism. In PSHE pupils explore management of personal finances.
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Social development involves:			
Social	Developing personal qualities and using social skills: Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels

Pupils may:	Where it is evidenced:	How it is evidenced in our School (what happens in different subjects/year groups/key stages:
<ul style="list-style-type: none"> Adjust to a range of social contexts with appropriate behaviour Relate well to other people's social skills and personal qualities Work, successfully, as a member of a group or team Challenge, when necessary and in appropriate ways, the values of a group or wider community, for example to combat discrimination. Share views and opinions with others, and work towards consensus Resolve conflicts in appropriate ways Reflect on their own contribution to their community and wider society Show respect for people, living things, property and the environment Benefit from advice offered by those in authority or counselling roles Exercise responsibility Appreciate the rights and responsibilities of individuals within the wider social setting Understand how societies function and are organised in structures such as the family, the school and local and wider communities Participate in activities relevant to the community 	<ul style="list-style-type: none"> Prefect responsibility list Pastoral Team History/PSHE curriculum Prayers Curriculum Theme Days Working arrangements Home corners, History theme days NSPCC Afternoon and charity fundraising School Houses 	<ul style="list-style-type: none"> All Year 6 have Prefect responsibilities in Play Watch, organising games and helping to resolve playground issues or conflicts. Pupils also all have responsibility for jobs around the classroom and are issued with 'job descriptions' for these roles Talk Time sessions for pupils to discuss issues 1:1 with a member of the Pastoral Team. Deputy Head (Pastoral), Form Tutors and external counsellor all available to support pupils. 'History in the Making' Mock Election and assembly led by Year 6 for pupils in Upper School in General Election years Visiting speakers such as Rev. Jeremy Brooks re. Beaconsfield Now (Plan for Beaconsfield development) Vertical streaming allows cooperation between ages during theme days Pupils work in a variety of groupings. They are often encouraged to share information or critique one another's work Discussions and resources always aim to challenge gender stereotyping e.g. choice of dressing up clothes available. Year 6 create an afternoon of games and activities in order to raise money for the School's nominated charity (NSPCC). Rose House support a young girl through World Vision charity. Whole School participation in Operation Shoebox and pencil case charity. Year 6 pupils plan and run stalls in order to fundraise during the Christmas Fayre. Head Girls prepare a presentation and run events for Children in Need Day. Year 6 pupils standing for election give a presentation that includes information on a proposed charity for the House to support. Pupils then

<ul style="list-style-type: none"> • Understand how democracy and the rule of law works in Britain. • Understand how citizens can influence decision making through the democratic process 	<ul style="list-style-type: none"> • Pupil Council and Food Committee Minutes • PSHE MTPs • Open Mornings • Christmas events • Harvest Festival • Local residential home visit • Pupil sharing box • Sports teams, fixtures and Sports Day • STP • Curriculum • Music Curriculum • Art Curriculum • School Disco • Pupil Induction • Formal Prize Giving and Sports Day • Residential Trips 	<p>elect a House Captain and Vice-Captain. Each House has a main charity they support and they vote for an additional charity each year. Houses organise and run a fundraising House Day for their charities which includes giving a presentation in Upper School and Junior House Prayers.</p> <ul style="list-style-type: none"> • Pupil Council representatives and Food Committee representatives help gather the views of their class in preparation for a termly meeting. • Economic awareness and personal finance topic is covered in Year 5 PSHE. In Year 6 pupils study democracy, laws, rights and responsibilities • Pupils enjoy acting as Tour Guides for parents and speak enthusiastically about the School • Carol singing to elderly at Bradbury House and Luncheon Club. Christingle collection • Food collection is made during Harvest for the Food Bank in Slough • Year 3 pupils visit a local residential home to read with the residents. • Pupils make use of a range of methods to ask for guidance and support with resolving conflicts or problems. • Co-operation across year groups demonstrated during Sports Day. Good match etiquette displayed by girls. Pupils mix well with other teams and display good team work. Inclusion for all sports policy where possible • Involvement in the Beaconsfield Cycle Path Project. Pupils can complete a cycling proficiency test • Visits are undertaken to the local Waitrose, Churches, Beaconsfield Library. Pupils are exposed to the process of voting as early as Nursery who operate a stand up/sit down method • Year 5 participate in Beaconsfield Schools concert at the United Reform Church and Year 6 have a joint Concert with Davenies Boys School • Participation with lanterns made by the girls in Beaconsfield Festival of Lights • Joint event with Davenies Boys School • Buddying system in place for new pupils • Pupils celebrate one another's achievements and are recognised for their efforts through Star of the Week Awards, the Acts of Kindness display, Sports Day and Prize Giving. • Pupils are supportive of one another and enjoy participating in residential trips such as the Ski trip, French and Manor Adventure trips. • Year 6 pupils who choose not to ski, support Junior House pupils in the role of 'classroom assistants' for the day.
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Cultural development involves:			
Cultural	Exploring, understanding and respecting diversity: shown by pupils' 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	Participating in and responding to cultural activities: shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	Understanding and appreciating personal influences: shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage

Pupils may display the following:	Where it is evidenced:	How it is evidenced in our School (what happens in different subjects/year groups/key stages):
<ul style="list-style-type: none"> • An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage • An understanding of the dynamic, evolutionary nature of cultures • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • An openness to new ideas • An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture • A willingness to participate in, and respond to, artistic and cultural enterprises • A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures • A regard for the heights of human achievement in all cultures and societies • An appreciation of the diversity and interdependence of cultures 	<ul style="list-style-type: none"> • Art lessons/curriculum • Prayers • Lunches • House Days • Dance lessons • Community Cultural events • French • Spanish • Whole School theme days • Educational Visits • Carol Service and Nativity • Music • Activity Programme • Geography 	<ul style="list-style-type: none"> • African, aboriginal and Native American art studied in lessons • Assemblies that reflect cultural diversity e.g. Chinese New Year, Ramadam, Christingle. Observance of Remembrance Day and Harvest • Menus to reflect cultural festivals and to include food from around the world. Manners regarding likes/dislikes and table manners are taught • House days where we celebrate English, Irish, Scottish and Welsh Culture • Study of Dance from around the world and Indian Dance workshops. Reception Chinese Dragon Dance. • Beaconsfield Town Enid Blyton Celebrations, Beaconsfield Schools World War I centenary commemoration, Festival of Lights • Native French speaker works with Year 6 pupils. Participation in French Verse Speaking competition • External Spanish teacher runs weekly Spanish Club which celebrates Spanish culture alongside developing language skills. • Celebration of National Cultural events through theme days on the Olympics (pupil brought in an Olympic Torch and medal), Royal Wedding and Diamond Jubilee • Trips to Hindu Temple, theatre visits, the V & A Museum, The National Gallery, The Globe Theatre, Greek Day and Year 6 trip to Wimbledon tournament. Allotment visit • Carol Service for Upper School pupils and nativities for Junior House • African Drumming and Indian Dance workshops, Teatime Concerts • Poetry Club, Book Club, Current Affairs Club, Beaconsfield Triathlon Club • Pupils share personal experiences of cultural events, such as Diwali, a Hindu wedding and trip to India with the School and parents invited in as speakers to support project work on India.

	<ul style="list-style-type: none"> • English • French Residential Trip • Ski Trip Residential • Painting in hall • Letter on display • RS • Visiting speakers • Science and History • French Curriculum • Geography • School events and archives • STP • Maths Curriculum • Whole School Challenge Day • Del Anderson memorial prayers, Alumini events • Dismissal at end of day • Resources • Show and Tell • Topic work 	<ul style="list-style-type: none"> • Myths and legends, WWII poets and WWII related texts studied in English • Year 6 visit Eperlecque WWII bunker along with other cultural visits such as a French market, bakery and a visit to a snail farm with tasting sessions • Experiences of Austrian culture and food • Winston Churchill picture and letter to High March on display in Hall • Thank you letter received from Queen Elizabeth II • Year 6 RS curriculum looks at Religious images • Previous visitors include: Dominic Grieve, MP visit and Mayor of Beaconsfield visit. Past Olympic Cyclist (parent), an Olympics Gamesmaker, a male danseur, female role models talking about their career paths (parents). • Studies of famous Scientists, inventors and leaders • Year 5 French speaking country project, Year 1 French Breakfast • Year 3 country project. Across Junior House, children are encouraged to share their experiences of other cultures. • High March Ball, Burns Night and Alumni events. Adrian Moorhouse invited to open new School Swimming Pool • JRSO fun day at Aylesbury Multi-cultural centre • Pupils are keen to grasp new concepts and there are many 'lightbulb' moments such as telling the time. They are keen to participate in challenges such as the Queen Anne's Challenge Day, Davenies' Maths Challenge and the Primary Mathematics Challenge • Pupils enjoy participating in our own whole School Challenge Day. • Celebration of the School Community's history e.g. Mrs Anderson's birthday, reunions, School anniversary • A member of staff shakes hands at end of day with every pupil • Multi-cultural books, talking pen • Foundation Stage pupils from different cultures bring in objects to present • Year 2 topic on Gardens around the World • Blue Peter/Green Peter Eco badge • STP/Eco initiative : Sandelswood End Residents/ High March tree planting initiative
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