



**British Values and**  
**Spiritual, Moral, Social and Cultural Policy.**

Date approved by the Full Governing Body: - May 2026

Date of review: - May 2028

**Our vision**

*Alton Infant School is a Rights Respecting School and all are welcome, accepted and included.*

*Through high levels of care and compassion, we aim to provide an education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.*

**British Values.**

We aim to develop children as individuals and British citizens, who are tolerant, forgiving, and thoughtful towards others.

As a Rights Respecting school we promote, in age-appropriate ways, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At Alton Infant School these values are enhanced in the following ways:

**Democracy: RRS Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.**

Pupils in school have the opportunity to have their voices heard through a variety of different ways: -

- Pupils generate their own questions for research.
- Class votes.
- Pupils being given responsibilities around the school.
- Pupils' ideas and opinions being listened to and taken seriously.
- School staff listening to, and taking seriously, the ideas and opinions of the Pupil Rights Respecting Group.
- School staff listening to, and taking seriously, the ideas and opinions of the Pupil Subject Leaders.

**The Rule of Law: RRS Article 42: Government should make the Convention known to children and adults.**

The importance of laws and rules, whether they are class rules, or whole school rules, are consistently reinforced throughout the school day. Laws within our country are also discussed and hi-lighted as appropriate for infant school children. Pupils are taught the values and reasons behind these rules and laws and how they protect us and help our school and community to run as smoothly as possible. Pupils are also taught about the responsibilities of keeping rules and laws, all that this involves and the consequences when rules and laws are broken. This is also reinforced through:

- Pupils' understanding of the different Rights Respecting Articles.
- Pupils' understanding of school and class rules, including E-Safety rules.
- Pupil's understanding of rules within competitive sports and PE activities.
- Taking turns and sharing fairly.
- School visitors such as, fire fighters of police officers discussing safety rules and what can happen when rules are broken.

**Individual Liberty: RRS Article 13: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.**

Within school, pupils are actively encouraged to make appropriate 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 an empowering education. Pupils are encouraged to know, understand and exercise their rights, beliefs, age-related opinions and personal freedoms. They are taught how to exercise these safely and freely for example through RE and PSHE lessons. In addition: -

- Pupils are encouraged to think independently and know that they are able to express their ideas with confidence and that these ideas are valued. At the same time, they are encouraged to be sensitive to the needs of others and be supportive of their peers and younger members of the school community.
- RRS values and a knowledge of those rights and to show respect.
- Value our achievements through our Learning Behaviours and promoting and celebrating individual achievements and talents.
- We praise the children informally, individually, during classroom activities, and in front of the whole class or school. Children are rewarded not only for achievement in curriculum areas but for positive behaviour such as kindness, helpfulness, team work and for demonstrating initiative. Rewards are given in the form of stickers and certificates.
- All pupils are taken seriously by staff whenever they raise a question or concern.
- Parental feedback is valued to ensure an ethos of improvement, providing parents with the support they need through, curriculum evenings, workshops and individual meetings.
- Themed days to provide an opportunity for everyone to shine, e.g., Design Technology days or sports activity days.
- Choice of activities during Golden Time sessions.

**Mutual Respect: RRS Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.**

Within school this is taught and highlighted our school's vision and learning behaviour values as well as through:-

- Respecting differences, e.g., languages, cultures, children from other countries, and promoting RRS values.
- Respecting each other through listening, sharing and being polite.
- Appreciating individual effort with praise, stickers and certificates.
- Being responsible within school through respecting the environment, e.g. composting, recycling, gardening
- Being part of our local community by inviting visitors to school and celebrating such festivals as Harvest, Advent, Christmas and Easter. Pupils visit the local churches as well as Open the Book bible drama group visiting the school every half term.
- Being part of a Remembrance Day assembly, sharing the meaning behind it and taking part in a minute's silence.
- Circle times to listen and share what we are proud of or concerned about.
- Valuing and learning from our PSHE curriculum in order to enhance the acceptance of differences – e.g., in culture and/or religion.
- Valuing and learning from Religious Education lessons in order to celebrate and accept the differences within religious practices.

**Tolerance of those of Different Faiths and Beliefs: RRS Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions are supported by learning in RE and PSHE. To further embed this, we: -

- Celebrate cultural festivals such as Chinese New Year, Diwali and Holi.
- Promote listening to each other and valuing other's opinions.
- Support charities through our Christmas play collections, and other charities throughout the year.
- Through our PSHE and other areas of the curriculum, teach and highlight respect and support for others.

**Spiritual, Moral, Social and Cultural (SMSC) opportunities.**

Throughout the school day, there are many and varied SMSC educational opportunities for children. These opportunities are taught as they arise, through assemblies, the teaching of the UNICEF Rights of the Child, our learning behaviour values (see below) and through our rich and creative curriculum.

## **Spiritual Development.**

As a school we understand that spiritual development relates to the aspect of inner life that may or may not be linked to a religious belief. It is characterised by reflection about meanings of existence and experiences, by a search for values of enduring and intrinsic quality and by a sense of 'otherness' from that which is visible and evident.

We provide many varied opportunities for spiritual development. Such opportunities include: -

- Opportunities to join with or listen to a prayer during a more Christian centred assembly.
- Opportunities to listen, appreciate or learn from faith-based stories, such as the Good Samaritan from the Bible.
- Reflection and pondering time.
- Thankfulness.
- Listening and being still.
- Whole school and class assembly times.
- Enjoying the wonders of the natural world and creation.
- A sense of curiosity, awe and wonder during lessons.
- Encouraging a depth of response to such things as beauty, music and art.
- Becoming aware of and to appreciate the wonder of the school's outside environment.
- Curriculum opportunities within such lessons as Religious Education and Personal, Social and Health Education.
- Open ended enquiry that allows deeper responses or questioning from adults or pupils.
- The development and expression of feelings and emotions and of self-respect.
- Reflection upon relationships, the worth and value of each individual.
- An awareness of the value of personal faith and an appreciation of those that may hold different beliefs.

## **Social and Moral development.**

Our vision and learning behaviour values underpin the strong moral values in the school. Moral development relates to how a person behaves, why they behave in that manner and what code or framework gives them that direction. Therefore, the areas of moral intention, motive and attitude can be explored with children in age-appropriate way.

Our aim is to help each child develop social skills and a sense of morality by: -

- Distinguishing between right and wrong.
- Helping children to acquire personal values and understand the social implications of those values personally, within the community and worldwide.
- Through supporting charities, becoming involved in age appropriate local or global social justice or environmental issues. This then shows an awareness of the relationship between moral belief and action.
- Through involvement in community life, issues and culture.
- Advocating truthfulness.
- Respecting the rights and property of others.
- Acting considerately and kindly towards others (not just close friends).
- Helping those less fortunate than ourselves.
- Taking personal responsibility for actions.
- Developing an understanding of self-discipline.
- Developing a concern for the environment.
- Advocating equal opportunities for all pupils and staff.
- Advocating and encouraging good friendships.
- Allowing sociable times for play and being together as a school or class community.
- Restoring relationships through honesty, forgiveness and saying sorry.

### **Cultural development**

Children are encouraged to take pride in their own culture and work towards understanding, respecting and appreciating other cultures. We encourage the children to think of their school as a community that works together to make a difference to themselves, each other and other people involved or visiting the school. We also encourage pupils to understand that they can make a difference to their own or other cultures both locally and globally.

Children are given opportunities to: -

- Explore, recognise and respect their own and others' traditions and cultures.
- Recognise, respect and value differences.
- Explore, value and respect cultural similarities.
- Take pride in their own heritage and culture.

### **Community links and visitors to school.**

Strong messages about spiritual, moral, social and cultural issues are communicated through the behaviour of all in the school and the quality of the

relationships between all stakeholders. Any visitors in assembly will be asked to outline their presentations prior to delivering them in school and a member of staff will be in the assembly to ensure that no strong contrary views are being expressed to the children. A member of staff will always accompany any visitor to the school at all times. We aim for all those who have contact with the school to perceive and understand:

- The vision and values that permeate through the life of the school.
- The quality of the relationships between all members of the school community.
- The level of commitment to promoting equalities for all.
- The focus on developing responsibility, initiative, and pride in the work of individuals and the school.
- The range and quality of activities designed to promote personal development.

At Alton Infant School, we value the importance of developing strong links between the school and the local, regional, national and international communities. We encourage children's involvement with the local community through the Personal, Social and Health Education aspect of the curriculum, assemblies and special events. We encourage our children to be involved in the local community, so that they learn how to participate in a practical way in the life and concerns of their local community. We also allow our children to know that they can make a difference to, and understand, different global communities. Through the school's community links the school aims to:

- Help children prepare for the future and their role as active local and global citizens.
- Help children to understand that they can make a difference both locally and globally.
- To care about our school and the local and global environment.
- Enable our children, our parents and our staff and governors to all work together.
- Acknowledge our place in the community.
- Seek ways in which we can benefit and enhance the community.

