



Norfolk House School

**Policy on Spiritual, Moral, Social
and Cultural Education
(including Fundamental British
Values)**

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1. Introduction

- 1.1. This is the Spiritual, Moral, Social and Cultural (**SMSC**) Education (including Fundamental British Values (FBV)) Policy of Norfolk House School (**School**).
- 1.2. The School regards the spiritual, moral, social and cultural aspect of education as a core entitlement for all pupils. It is provided in all formal and informal settings and saturates every aspect of the school's work. Through the school's Spiritual, Moral, Social and Cultural (SMSC) curriculum British values are promoted. The development of SMSC is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in Personal Social Health and Citizenship Education (PSHCE) and Religious Education (RE) lessons and is recognised and celebrated alongside personal and academic achievements.

2. Aims

- 2.1. This policy focusses upon the values and principles which are instilled in the pupils and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs. The key emphasis of these principles lies in our purpose to:
 - 2.1.1. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 2.1.2. enable pupils to distinguish right from wrong and to respect the civil and criminal laws of England;
 - 2.1.3. encourage 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 in which the school is situated and to society more widely;
 - 2.1.4. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 2.1.5. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures;
 - 2.1.6. encourage respect for other people; paying particular regard to the protected characteristics set out in the Equality Act of 2010; and

- 2.1.7. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- 2.2. The School thereby aims to ensure that all those involved in the School give due recognition to key moral values in order to develop pupils' self-knowledge, self-esteem and self-confidence through encouraging them to learn respect for others.
- 2.3. The School gives due recognition to the protected characteristics of the Equality Act of 2010 in respect of age, disability, gender, reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 2.4. The school aims to infuse all aspects of SMSC within its day to day operation as well as through all aspects of its curriculum and will ensure the teaching of SMSC is adjusted for the age and ability of the pupils, including those with special educational needs and disabilities. A breakdown of how the school delivers the separate areas of spiritual, moral, social and cultural values and Fundamental British Values is further detailed in Appendix 1
- 2.5. Our School Values represent a collaboration of the whole school community: with ideas from all pupils, the whole school staff community and the Chair of Directors. They are shared with the pupils regularly and referred to in assemblies and citizenship sessions as well as to reinforce positive behaviour management.

3. Scope and application

- 3.1. This policy applies to the whole School including the Early Years Foundation Stage (EYFS).

4. Regulatory framework

- 4.1. This policy has been prepared to meet the School's responsibilities under:
 - 4.1.1. Education (Independent School Standards) Regulations 2014;
 - 4.1.2. *Statutory framework for the Early Years Foundation Stage* (DfE, Sept 2021);
 - 4.1.3. Education and Skills Act 2008;
 - 4.1.4. Children Act 1989;
 - 4.1.5. Childcare Act 2006;
 - 4.1.6. Data Protection Act 2018 and General Data Protection Regulation (GDPR); and

- 4.1.7. Equality Act 2010.
- 4.1.8. Revised Prevent Duty Guidance (April 2021)
- 4.1.9. Channel Duty Guidance: protecting vulnerable people from being drawn into terrorism (2020)
- 4.1.10. Educate Against Hate (2018)
- 4.1.11. Listening to and Involving Children and Young People (January 2014).
- 4.2. The following School policies, procedures and resource materials are relevant to this policy:
 - 4.2.1. Statement of Ethos and Aims
 - 4.2.2. Curriculum Policy
 - 4.2.3. Relationships Education Policy
 - 4.2.4. Equal Opportunities Policy;
 - 4.2.5. Disability policy
 - 4.2.6. PSHCE Policy
 - 4.2.7. Special Educational Needs Policy;
 - 4.2.8. Safeguarding and Child Protection Policy;
 - 4.2.9. Anti Bullying Policy;
 - 4.2.10. Admissions Policy;
 - 4.2.11. Behaviour and Discipline Policy;
 - 4.2.12. Accessibility Plan;
 - 4.2.13. Risk Assessment Policy for Pupil Welfare; and
 - 4.2.14. Policy for supporting pupils with Mental Health Problems

5. Publication and availability

- 5.1. This policy is published on the School website and in the Virtual Staffroom.
- 5.2. This policy is available in hard copy on request.

6. Definitions

- 6.1. Where the following words or phrases are used in this policy:

6.1.1. references to the **Proprietor** are references to the Board of Directors of Norfolk House School Limited.

7. Responsibility statement and allocation of tasks

- 7.1. The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 7.2. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head of Pastoral Care	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	" " "	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	" " "	As required, and at least annually
Formal annual review	Proprietor, Headmistress, Head of Pastoral Care	Annually

8. Promoting British values

- 8.1. In addition to the school's own values, the teaching of fundamental British Values is further reinforced through a permanent display in our School Hall which explains how Norfolk House actively promotes the British fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs, including those with a lack of religion or belief, as detailed in the Prevent Strategy 2011.
- 8.2. This is further reinforced through programmes of study in Personal, Social, Health, Citizenship and Economic Education (PSHCE), Religious Education (RE),

our assembly programme, where the topics are themed to take into account different values, and the charitable work lead by each House. This is in evidence through the project work of the Pupil Leadership Team (PLT) who represent the voice of the pupils within our community. In this way, pupils are introduced to public institutions and services, such as the Fire Service and other cultural traditions, such as Chinese New Year presentation by parents in Lower School and the sari tying demonstrations in Early Years. We run democratic elections for our House Captains and Pupil Leadership Team representatives on an annual basis and celebrate the process in a Celebration Assembly in the Autumn Term.

- 8.3. The school takes steps to ensure as far as reasonably practicable that where any political issues are brought to the attention of the pupils, whilst they are in school or at extra-curricular activities organised by the school, that they are offered a balanced presentation of opposing views. For example, an ex-pupil, Mr Alex Yip, who is a local Conservative Councillor, came into school to talk to the pupils in an assembly. The same week, School invited Mrs Preet Kaur Gill, the Labour MP for Birmingham, Edgbaston to talk to the children to give a balanced experience. The School precludes the promotion of partisan political views in the teaching in any subject.

9. Training

- 9.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2. The level and frequency of training depends on role of the individual member of staff.
- 9.3. The School maintains written records of all staff training.
- 9.4. Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

10. Risk assessment

- 10.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 10.2. The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as

appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 7 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

11. Record keeping

- 11.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 11.2. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

12. Version control

Date of adoption of this policy	21.6.21
Date of last review of this policy	11.10.22
Date for next review of this policy	11.10.23
Policy owner (SLT)	Head of Pastoral Care
Policy owner (Proprietor)	Chair of Directors

Appendix 1:

A Breakdown of Spiritual, Moral, Social and Cultural Education and the promotion of Fundamental British Values

At Norfolk House School, we recognise that the personal development of the pupils' spiritual, moral, social and cultural (SMSC) education plays a significant part in their ability to learn and achieve. We aim to provide an education that provides the children with opportunities to explore their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of many different cultures.

All curriculum areas have a contribution to make to the pupils' SMSC development and opportunities for this will be planned when possible. While each dimension is outlined separately below, there is a great deal of overlap between the four areas.

All adults at Norfolk House School will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where the pupils can find acceptance for themselves as unique individuals and where mutual respect, tolerance and understanding are fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in so far as their actions affect other people. They will be encouraged to value themselves and others. Our School's Behaviour Policy and our Staff Code of Conduct help everyone in our community to understand what we expect as a school.

The pupils should understand the need for rules and the need to abide by them for the good of everyone. The school and class rules reflect, reiterate, promote and reward acceptable behaviour and promote opportunities to celebrate the children's work and achievements.

Spiritual Development

Norfolk House School will:

- give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives;
- give opportunities to develop each pupils' ability to express their own beliefs and views in an informed and unprejudiced way;

- encourage pupils to explore and develop what animates themselves and others; give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- develop a climate within which all pupils can grow and flourish, respect others and be respected;
- encourage expression of a sense of delight at their own and others' achievements;
- accommodate difference and represent the integrity of individuals;
- give opportunities to enable the pupils to understand that quality of life can be influenced through interaction with other people, nature, the arts and sciences;
- encourage pupils to reflect on and celebrate nature as a source of inspiration;
- promote teaching values which:
 - appreciate pupils' questions and give them space for their own thoughts, ideas and concerns;
 - enable pupils to make connections between aspects of their learning;
- encourage pupils to relate their learning to a wider frame of reference – for example,
 - asking 'why', 'how' and 'where' as well as 'what'; and
 - monitor in simple, pragmatic ways the success of what is provided;
- enable pupils to reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.

Spiritual Development – Specific examples

- Deeper thinking and consequences of transgressions and practical uses of, for example, Christian or Buddhist values and stories with morals in Religious Education.
- Leadership and responsibility through Norfolk House School e.g. Year 6 Prefects, Librarians, House Captains, Pupil Leadership Team etc.

- Spiritual content of assemblies.
- School theme weeks such as 'Beautiful Britain' 'Gardening Week', 'Mindfulness', World Wellbeing Week etc.
- General promotion of self-belief and worth e.g. Celebration Assemblies.
- Appreciation of artistic and musical talents in Art, Music and Drama.
- Celebration of 'special days' e.g. Mothering Sunday, Father's Day, Diwali; making cards, study of context of feasts etc.
- In English, various texts contain spiritual context.
- In history, the religious development is covered as an integral part of the subject.
- Outdoor Learning activities give the children direct contact with the weather, seasons and nature to promote a sense of wellbeing and to experience exhilaration, the wonder of growth and natural phenomena. For example, 'hugging a tree' which is good for the soul and for feeling a sense of calm and spiritual nourishment.

Moral Development

Norfolk House School will:

- develop an understanding of how citizens can influence decision-making through the democratic process;
- provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the School;
- promote racial, religious and other forms of equality;
- give pupils the opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity and learning to distinguish right from wrong;
- develop an open and safe learning environment in which pupils can express their views and practise moral decision-making;

- reward expressions of moral insights and good behaviour;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can positively contribute to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to distinguish right from wrong and respect civil and criminal law and in the community as well as the school;
- make an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the Internet as well as in school;
- model, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- encourage pupils to recognise and respect the codes and morals of different cultures represented in the school and wider community;
- where marriage is discussed, and as appropriate, given the age group of the pupils a factual reflection of same sex marriage should be given;
- provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforce School values through images, posters, classroom displays, exhibitions, etc.; and
- monitor in simple, pragmatic ways the success of what is provided.

Moral Development – Specific examples

- PSHCE and assemblies and all aspects of Norfolk House School aim to set high standards of behaviour, respect for their own and other's property, honesty and manners.
- Understanding right and wrong and how to resolve disagreements fairly.

- Year 6 Prefects, House Captains and the Pupil Leadership Team representatives act as role models for others in the School and are tutored in mentoring skills by their teachers.
- 'Circle time' and discussion is used to address issues which arise within the school day.
- Issues involving Fair Trade are discussed and taught through Geography.
- In English and RE, morals within stories are identified and discussed.
- Historical discussions, for example, the right and wrongs of Guy Fawkes and the Gunpowder Plot, Atomic Bombs or the Holocaust etc.
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies.
- Moral issues are raised in Current Affairs and through Citizenship.
- Reinforcement of the school's values through images, posters and classroom displays.

Social Development

Norfolk House School prides itself in the excellent relationships, which are formed between pupils, parents and staff. It is a very open School where parents and pupils are encouraged to share worries and issues with the Headmistress and teachers before minor concerns become more major issues. As a result, pupils should:

- adjust to a range of social contexts by appropriate sensitive behaviour;
- relate well to other people's social skills and personal qualities;
- work, successfully, as member of a group or team;
- share views and opinions with others, and work towards consensus;
- reflect on their own contribution to society and to the world of work;
- show respect for people, living things, property and the environment;
- benefit from advice offered by teachers and other adults;
- 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;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- participate in activities relevant to the community;
- show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which our school is situated and to society more widely.

Social Development – Specific examples

- High expectations of conduct and behaviour on educational visits, sporting events.
- Acting as hosts to visiting schools.
- The strong House system and the identity which follows.
- Team building exercises.
- Activities and special occasions such as World Book Day, Themed Days.
- ‘Stay and Play’ events for parents.
- Pupils supporting the younger children at break time.
- Speech Night.
- Performing in productions and concerts.
- Residential experiences for our older pupils.
- Welcoming visitors to school such as during MacMillan Coffee Mornings etc.
- Older pupils acting as Guides for visitors during School Open events

Cultural Development

Norfolk House School will:

- provide opportunities for pupils to gain insights into the origins and practices of their own and other cultures and values in a way that promotes tolerance and harmony between varying cultural traditions and faiths;
- prepare pupils for an effective future life as part of British society;
- actively promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, including those with a lack of religion or belief;
- appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety and that the freedom to hold other faiths and beliefs is protected in law;
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- respect the civil and criminal law of England and know how citizens can influence decision-making through the democratic process;
- present authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality; so as to avoid and resist racism;
- understand the importance of identifying and combatting discrimination;
- provide opportunities, as deemed appropriate for a pupils' age, for a balanced presentation of political viewpoints, without prejudice towards one particular stance in all aspects of school life, including after-school programmes and the distribution of promotional material;
- preclude the promotion of partisan political views in the teaching of any subject in the school and ensure that discriminatory or extremist opinions are challenged;
- take such steps as are reasonably practicable to ensure that where political views are taught in school, either whilst they are in attendance at the school, or while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in promotion of the school, including through the distribution of promotional material, of extra-curricular activities

taking place at the school or elsewhere, that they are offered a balanced presentation of opposing views;

- extend pupils' knowledge and use of cultural imagery and language;
- recognise and nurture particular gifts and talents;
- provide opportunities for pupils to participate in literature, drama, music, arts, crafts and other cultural events and encourage pupils to reflect on their significance;
- develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, overseas travels;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and others' cultures, with opportunities for debate and discussion of sensitive issues;
- encourage respect for other people, paying particular regard to the nine protected characteristics set out in the Equality Act 2010;
- reinforce the school's cultural values through displays, posters, exhibitions, etc.;
- audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum; and
- monitor in simple, pragmatic ways the success of what is provided.

Cultural Development – Specific examples

- Use of multicultural texts in English.
- In History, examining the development of society and civilisations.
- In French, the cultural differences between England and France are examined and taught.
- Themed days e.g. pupils wear different costumes from around the world for Action Against Hunger Day. They wear colours of specific countries' flags on certain celebration or Patron Saints days.
- Curriculum Themed Weeks or days offers a chance to broaden cultural awareness e.g. Art Week.

- Historical aspects of Mathematics, famous mathematicians, and theories are explored.
- Particularly in RE, different attitudes and beliefs are taught through world religions.
- Visits to the theatre to see plays and musicals.
- In Geography, different world cultures are compared with the UK and its regions.
- Children demonstrate aspects from their own cultures for example, playing the Bhangra drums in Assembly, painting Mehndi designs or tying Rakhi bracelets for the Raksha Bandhan festival.
- Various themed lunch days are organised such as on Burn's Night, the children are offered Scottish haggis to taste. Italian, American, Indian lunch menus are just an example of the diversity we promote through food.

Links with the Wider Community

Norfolk House School has many close links with the local community and charities, and additionally close ties to St Augustine's church, Edgbaston. These links foster an attitude of care and concern in the pupils, who commit themselves readily to such activities as fund-raising for the school's nominated charities, supporting House organised fundraising and collecting items for the local foodbank and harvest festival gifts for those in need. Our pupils regularly sing for the elderly residents in local Care Homes and have invited them to attend the 'dress rehearsals' of productions. Ryland Place which is 'Retirement Living' opposite School housed our Art Exhibition thus cementing our ties to the local community further. The residents not only enjoy the creative displays, but the enjoyment of chat and connection to a different generation is reciprocal.

Fundamental British Values

Being Part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Norfolk House. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions such as Remembrance during the Autumn term, and a trip to a pantomime at Christmas time. We also value and celebrate national events such as the Queen's Jubilee, Royal weddings, Bonfire Night and Patron Saint Days etc. Discussion focussed on National Census day, 21st March 2021, which

collects data about households, explained the importance of demographic information and how it is used to understand how the characteristics of the UK population vary.

Further, children learn about being part of Britain from different specific perspectives. Specific examples of when we teach about being part of Britain are:

Geographically: topics ensure that children have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains;
- how 'Great Britain' differs from 'England' and 'the United Kingdom';
- where Britain is in relation to the rest of Europe and other countries in the world.

Scientifically: Children learned about Tim Peake, the first British ESA astronaut to walk in Space as a crew member of the International Space Station and continue to follow his contribution to Space research. Periodically children will learn about the British Space Programme and how the UK operates as a joint force to advance its Space capabilities.

Historically: During topics of British history, children learn about an aspect of life and how this has developed and changed over time. The actual topic depends on the curriculums for each year group and the children's interests, but might include inventions and discoveries, or houses, or medicine. During a topic and whole School Assembly about Guy Fawkes and the gunpowder plot of 1605, the children learned the origins of the Union Flag.

Trips have been organised for children to visit the Birmingham Back to Backs, a carefully restored, atmospheric 19th-century courtyard of working people's houses, bringing the history of Great Britain alive.

Mathematically: Children learn to recognise and use British currency and more specifically observe that the Bank of England notes and coins bear the Queen's portrait.

Another example of learning about an aspect of being part of Britain was during a Year 1 English topic about The Jolly Postman and learning how to write letters. The

children observed different stamps of our postal system recognising the Queen's portrait and designed their own stamp.

Democracy

An obvious example of Democracy is our House system. The election of our House Captains reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. An example of 'pupil voice' is when children nominate various charities, then within their Houses, vote to decide the selected three to be supported over the course of the academic year. The Kenilworth, Ludlow and Warwick Houses meet regularly to discuss issues and to organise events to support their chosen charity.

Other examples of 'pupil voice' are:

- Children agree their classroom rules Class Charter and the rights associated with these; all children contribute to the drawing up of the charter.
- Pupil Leadership Team - Made up of two representatives from each KS 2 class, similarly voted for as above, the Pupil Leadership Team (PLT) meets regularly to discuss issues raised by the different classes. It has its own budget and is able to genuinely effect change within the school; in the past, the PLT has engaged the whole school body of pupils to research what type of outdoor play equipment the children would like. The PLT took ownership of the whole process from researching suitability of equipment, costing, ordering, unpacking and then distributing in labelled bags and storing in the PE shed for outdoor use. The PLT are actively involved in projects and in providing the Headmistress, teachers and classes with feedback.
- Debating - Through debating, our pupils have opportunities to learn how to argue and defend points of view, broaden their horizons and begin to explore big ethical questions. It builds self-esteem as pupils see that we highly validate our children's opinions and show them that their thoughts and voice matter. This is achieved in various ways, but a typical debate format may include:
 - Teams are advised of or choose the topic and take positions (pro and con).
 - Teams discuss their topics and come up with statements expressing their position. o Teams deliver their statements and offer the main points.
 - Teams discuss the opposition's argument and come up with rebuttals.

Participating in debates enables the pupils to:

- improve critical thinking skills;
- acquire better poise, speech delivery, and public speaking skills;
- increase retention of information learned;
- improve listening note-taking skills and increased self-confidence;
- enhance teamwork skills and collaboration.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. We aim to give children confidence to stand up for their own rights and what they believe in (United Nations Convention on the Rights of the Child (United Nations, 1989).

Rules and Laws

At Norfolk House School we encourage respect for English civil and criminal law and teach that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in Assemblies and when reflecting on behaviour choices. At the start of the school year, a class might discuss and set its own rules or Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our ethos, aims and teaching are designed to ensure our children grow up knowing how public institutions and services operate.

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. These values are reinforced in different ways:

- Visits from authorities such as the police force and fire service;
- Visits from members of Parliament;
- Visits from healthcare services;
- During Religious Education, when rules for particular faiths are thought about;

- During other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example.

In this way, our pupils are actively encouraged to understand why democracy is perceived within the UK as the fairest form of political organisation and why law-making on the basis of representation in Parliament is seen as better than alternatives. Through first-hand experience our pupils understand why taking part in democracy is a good thing.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- Choices about what learning challenge or activity;
- Choices about how they record their learning when completing projects etc.
- Choices around the participation in extra-curricular activities.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and Community Service lessons.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Norfolk House School has a greatly culturally diverse parent and pupil body, and we are proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos – ‘Respect, fairness, tolerance and compassion should always characterise our approach towards others. Our aim is to inspire each child to be a caring and responsible citizen who strives to make a positive contribution to the community. In doing so we acknowledge and celebrate the rich diversity of religious, cultural and social backgrounds within the school community and beyond.’

Our pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Norfolk House School enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, PSHCE, Community Service and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example;
- enjoying a depth of study during themed days or special curriculum weeks, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world. At other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues.

Opposing Extremism

Extremism is something which is clearly not part of any British or European value. Norfolk House School precludes the promotion of partisan political views in the teaching in any subject. School staff have regular and robust training in Safeguarding issues and are all trained and familiar with the Prevent Duty guidance (The Prevent Duty: for schools and childcare providers (DfE, 2015)). It is our statutory duty to pay “due regard to the need to prevent people from being drawn into terrorism”.