

# **Our Ethos and Values, including SMSC and British Values**

## **LEYBOURNE Ss PETER & PAUL CE (VA) PRIMARY ACADEMY**



**March 2024**  
**Review date: March 2026**

Building a  
safe and joyful  
community with God.

Achieving our  
full potential  
in all we do.

## **Nurturing the spark of God within**

Embodying our  
core Christian values  
of Love, Trust,  
Compassion and  
Respect in everything  
we do.

Providing  
opportunities to grow  
into well-rounded  
citizens of the world.

**'Those who trust in the Lord will find new strength.  
They will soar high on wings like eagles'**

*Isaiah 40:31*



**Our Core Christian Values, pupils' spiritual, moral, social and cultural development; and, within this, the promotion of fundamental British Values, are at the heart of the School's work.**

At Leybourne Ss Peter and Paul CEP Academy, children's spiritual, moral, social and cultural development is promoted and encouraged across all curriculum areas. Explicit opportunities to promote pupils' development in these areas also arise in Religious Education and PSHE. The school's embedded Core Christian Values of Love, Trust Compassion and Respect underpin all we do and have significant impact on the spiritual, moral, social and cultural development of all learners. Effective relationships are established throughout the school and wider community and British Values are promoted. Links with the Christian Values of the school and spiritual, social and cultural development are intrinsic to the curriculum, and they have a significant impact on learners. Leaders readily articulate the impact of explicit Christian Values on the lives of learners and on the whole life of the school. They ensure that the whole curriculum is informed by a distinctive Christian vision, developed by staff and governors in 2019, that contributes well to pupil behaviour and attitudes, as well as their spiritual, moral, social and cultural development. Parents, carers, SS Peter and Paul Church, the Diocese of Rochester and the wider community contribute fully to school life, so that there is mutual and substantial benefit for all groups, including their understanding of local, national and global communities.

### **Spiritual development:**

There is a highly developed interpretation of spirituality shared across the school community. Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media.

Pupils' spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them. School trips ensure that children have the opportunity to try new things for example: Residential trips to France, Carroty

Wood, Suffolk and day trips to Godstone Farm and Leybourne Grange Riding Centre for the disabled.

- Use of imagination and creativity in their learning and willingness to reflect on their experiences. This is seen by the use of creative resources throughout the curriculum. We also have regular visits from theatre groups and take part in projects led by Music @ Malling involving children composing and performing their creations alongside a professional orchestra and dance workshops led by English National Ballet, broadening children's experiences, imagination and confidence.
- Development of higher order thinking skills; we are a thinking school, children and staff are encouraged to ponder the 'Big Questions' encouraging intellectual independence, risk taking choices, empowerment within a fun and enjoyable learning environment. Leybourne Learners show Reflection, Collaboration, Perseverance, Innovation and Motivation.
- Children are encouraged to use higher order thinking skills; analysing texts, artefacts and resources.

### **Moral development:**

Across the school community, a great value is placed on collective worship, where children's moral development is further enhanced.

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England. Children take part in regular focus projects where they develop their understanding of **British Values:**

### **Democracy:**

- *All classes discuss, debate and agree upon their class rules which are set within the context of the whole school ethos and rules. Voting is often part of this process in class. We have had visits from locally elected members of the council and Tom Tugendhat MP. Studying the importance of democracy in our history is covered in the curriculum. All children gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Through SMSC, children develop an age-appropriate*

*understanding of voting for School Council representatives and team captains. During the last General Election, the children wrote their own manifestos... "If I were Prime Minister..." The School Council has visited the Houses of Parliament.*

### **Rule of Law:**

- *Our Code of Conduct for all members of the School Community is clearly stated and understood. The children understand there are consequences if they do not behave appropriately. Pupils are encouraged to reflect on their actions and to recognise the consequences for themselves and for others who have been affected by their actions. Restorative Justice Strategies are used when appropriate. There is a strong emphasis on forgiveness for one another. Throughout the year, in the curriculum and in our Collective Worship, reference is often made to how the law has changed: for example, how people have campaigned for a change in the law – Martin Luther King and William Wilberforce, for example.*

### **Individual Liberty:**

*We help our children understand the interface between personal rights and responsibilities towards others. We encourage our children to develop their individuality, enable them to make decisions for themselves, whilst developing their understanding that to live well in a community they should consider the needs of others before the needs of themselves. Leybourne Learners are encouraged to be reflective, empowered to make decisions for themselves about their learning. Our children are taught their rights and responsibilities and how to exercise their personal freedoms when using the internet and social media in particular. Children will often make suggestions: asking if they can raise money for a chosen charity, introducing a new idea into school life and changing something in school.*

### **Mutual Respect:**

*This is one of our Core Christian Values. Positive role models are ensured throughout the school day by the interaction between staff. Mutual Respect is fundamental and is taught formally and informally throughout the school day, in our before and after school clubs and in extra-curricular and play activities too. Beyond school, respect for the family, members of the local community and beyond is encouraged through our teaching, community projects.*

### **Tolerance of different faiths and beliefs:**

*Our RE curriculum aims to provide for our children a good knowledge of the Jewish, Hindu, Muslim and Sikh faiths as well as the Christian Faith. Faiths are compared and contrasted with respect. Our older children often start to explore their own faith and belief within the safe and respectful context of our school.*

Pupils' moral development is shown by their:

- Keenness to gain Star of the Week awards; these are celebrated weekly in our Celebration Collective Worship and in the Headteacher's Newsletter, where the news is shared with parents and carers.
- Enthusiastic membership of our Christian family means we all look out for each other, our Play Leaders lead activities during break times and look out for those who may feel alone.
- Interest in investigation and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. We have regular Focus Days and Weeks; Year 6 led an On-line safety week.

### **Social development:**

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively. Examples include: Macmillan Coffee afternoon, singing Christmas Carols to the elderly residents of Leybourne, Christian Aid, Comic Relief, Children in Need, Sports Relief, Blytheswood Shoebox appeal and contributing to Church Services on a Sunday.
- Taking part in a Best of British day, Red Nose day, Focus Days - What does our Queen do? If I were Prime Minister... What do the Police Do? The School Council play a key role in the vision for the School; children are encouraged to approach Council Members with proposed ideas.

## **Cultural development:**

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Children in all key stages are given the opportunity to watch live performances from theatre groups and orchestras both in school and on visits to local concert halls and theatres - Midsummer Night's Dream, Macbeth and Music @ Malling projects.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. We are lucky to have an Italian TA who teaches Italian throughout the School, and a Swedish teacher (and super cook) who ran an after school cookery club, celebrating foods from around the world.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities; sports day, district sports, a range of live concert experiences, Art focus days and weeks, Woodland Learning, which is based on the Scandinavian model of outdoor learning, encouraging self-belief, self-confidence, awareness of others, co-operative working, self-risk assessing, physical stamina, understanding of the natural environment, developing gross and fine motor skills.