

Granby Primary School



Spiritual, Moral, Social and Cultural (SMSC) policy

September 2015

Introduction

At Granby Primary school we recognise that the developmental of each child's Spiritual, Moral, Social and Cultural (SMSC) education is a fundamental part of developing the whole child and thus enabling them to learn and achieve. Therefore we aim to provide a curriculum that enables all children to explore and develop each of the SMSC areas, is rich with opportunities and encourages them to become educated, informed, responsible and caring citizens now and for the future.

The school aims to:

Ensure that:

- Everyone connected with the school is aware of our values and principles
- A consistent approach to the delivery of SMSC through the curriculum and the general life of the school
- A child's education is set within a context that is meaningful and appropriate to their aptitude and background
- Children have a good understanding of their responsibilities
- Through classroom discussion we will give the children opportunities to share their achievements and success with others, talk about personal experiences and feelings, and express and clarify their own ideas and beliefs
- Children speak about different events e.g. birth, death, bullying
- Children explore relationships with friends, family and others
- Children consider the needs of others, show empathy, develop self-esteem and a respect for others
- Children develop a sense of belonging

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions

- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Teaching and learning:

Every opportunity is sought to explore the SMSC education into the wider curriculum. All staff ensure the learning provided in and out of the classroom context, upholds the principles of the SMSC curriculum and that children are given opportunities to discuss and debate these areas as they arise.

We subscribe to the SEAL project as the basis of our lessons and integrate British Values and Citizenship also. We use Circle time and 'R' time as an opportunity to explore the children's thoughts and feelings around the subjects and learning objectives being taught and often use role play, invite outside groups/speakers and visit significant places of interest to further enrich the whole SMSC curriculum. Children are encouraged to put forward their ideas, thoughts and feelings and all are dealt with in a safe and sensitive environment where respect for differing opinions and beliefs are taught as being essential life skills.

Assessment and recording:

Assessment is an ongoing process and each class teacher notes the comments and contributions made by the children in the lessons as part of a whole class assessment on progress. However, much of what is taught and discussed cannot be noted in fine detail for every child for every lesson and so the class teachers ensure they keep half termly records on behaviour and attitude in a formal written assessment. These can be added to, as and when necessary and are formally completed once every half term for each individual child.

All events, experiences, opportunities and specific learning objectives when met, are recorded in a whole school grid online using Grid Maker software. This is a closed record and can only be accessed by staff via a password. This record then provides an overview of all the areas being met, taught and experienced and provides opportunities for review where gaps occur. This is monitored by the SMSC co-ordinator and reported to the head teacher and SMT on a termly basis.

Confidentiality:

Teaching staff conduct all SMSC related topics in and out of the classroom in a sensitive manner and in confidence. Children's questions are answered as honestly and fully as appropriate. However, if a child makes a disclosure to staff where safeguarding or child protection issues arise, all staff will immediately inform the Headteacher (child protection officer for Granby) who will attend to the matter urgently and in line with the Child Protection and Safeguarding policy.

Evidence:

At Granby there are a large number of opportunities for all children to be a part of and we encourage every child to access the wide and varied range we offer.

However, there are some areas that we feel are an important part of our school year and are essential to the continued learning for all children and are therefore classed as non-negotiables.

Non-Negotiables -

- Watch a live theatre show in/out of school
- Take part in a performance/production every year
- Take part in a sporting competition either during our annual school sports days or by representing the school in other outside events
- Participate in an educational visit at least twice per year
- Cross-phase experiences such as maths events or book week
- Participate in a charitable event such as Children in Need
- Participate in a class assembly for parents once per year
- Remembrance for World War 1 and 2

<p>Spiritual The provision</p> <ul style="list-style-type: none"> • Collective worship in class sessions • Religious Education curriculum • Assemblies • Opportunities for quiet reflection • Outdoor education • Whole school Values 	<p>Spiritual The evidence</p> <ul style="list-style-type: none"> • Collective worship during class sessions • Christmas services at the local church • Opportunities for reflection in class and in assemblies • Visits by representatives from different faiths • RE curriculum plans, include a multi-faith approach based upon the Leicestershire SACRe document. • Visiting places of worship • Whole school assemblies and celebrations of values - <i>Get caught being kind</i>, <i>The Honour Book</i> • Outdoor learning • Forest School activities • Residential visits
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Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

<p>Moral - The provision</p> <ul style="list-style-type: none"> • School behaviour Policy and Code of Conduct • Religious Education curriculum • Student council • British Values • Taking part in Charitable projects 	<p>Moral - The evidence</p> <ul style="list-style-type: none"> • Regular reviews of Behaviour • Celebration of children achieving a target number of smilies, nomination to the Honour Book, achieving Gold status in class • Anti-bullying activities • E-Safety teaching • Whole school Assemblies and the explicit discussion of school values • Circle times • Child participation in a range of pupil groups: School Council, Sports Teams and Road Safety officers • Charity appeals • Singing at Aylestone Baptist Church Christmas Lunch Club for pensioners.
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We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests, property and feelings, as well as their own
- Recognise our clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Recognise the importance racial, religious and other forms of equality
- Explore and develop moral concepts and values -for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

<p>Social - The provision</p> <ul style="list-style-type: none"> • PSHE Curriculum • Working together in teams • Student Council • Extra-curricular activities • Outdoor Education • PE curriculum • Cross phase working • PTA events 	<p>Social - The evidence</p> <ul style="list-style-type: none"> • Pupil Groups including: School Council, Road Safety Officers, Sports Teams • Residential visits in year 6 • Educational visits • Afterschool clubs including: Spanish, football, basketball, arts and crafts, street dance • Ukulele lessons in Yr 4 • Participation in music events: Granby Music evening • Transition visits • Participation in Charity support: Harvest Festival charities, Children in Need, Red Nose Day • Participation in Sporting events • Forest School • Participation in class assemblies, key stage productions • Events organised by the PTA including school fete and Halloween discos, bingo nights
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Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to recognise and respect social differences and similarities and work co-operatively
- Providing positive experiences to reinforce our values as a school community -for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs

<p>Cultural - The provision</p> <ul style="list-style-type: none"> • School Visits • Participation in • Arts Curriculum • MFL 	<p>Cultural - The evidence</p> <ul style="list-style-type: none"> • School visits to museums, galleries, concerts, theatre visits, places of educational significance • Meeting authors • Year 6 Arts project - linked with secondary schools • Opportunities to take part in school productions /performances • Ukulele lessons for year 4 • Weekly singing assemblies for both key stages • Opportunities for individual instrumental lessons • Visits from people of different cultures • MFL teaching • Afterschool Spanish Club • Sports Days
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Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Monitoring and Review:

All aspects of the SMSC curriculum and its wider school implications are monitored by the SMSC co-ordinator, the Headteacher and the Governing body. Governors are provided with reports twice per year in order to assess and monitor the on-going work and curriculum and its impact on the children's learning, alongside the information and evidence supplied by the Headteacher.

Staff are provided with support, training and resources to help deliver a coherent and cohesive curriculum and their opinions are sought for new ideas and reflections on the current provisions.

This policy will be reviewed by the Headteacher and Governors by June 2017.

British Values

Mission Statement:

Granby Primary upholds and promotes the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance (full definitions are in appendix 1, children's versions in Appendix 2). In addition we recognise and promote the importance and understanding of forgiveness, responsibility, perseverance, patience, honesty, friendship and cooperation. At Granby such values are at the core of our school ethos and are embedded in the full range of our curriculum and wider opportunities.

Our aim is to encourage pupils to become fair, just and civil members of society who make a positive contribution to the school and the community through quality teaching, learning and support.

Teaching and Learning:

In all aspects of our curriculum, we at Granby endeavour to place Values at the core of the planning, teaching and learning opportunities. This takes place through the active promotion of the policy in lessons, assemblies and other learning experiences by all staff. Using the SEAL/Go-Givers schemes of work the Values are introduced, explored and discussed in order for all children to access them and have a chance for personal reflection and promote understanding.

This promotion can be viewed by the following ways:

- Teachers explaining the value
- Pupils reflecting on the value and how it affects them
- Pupils using the value to guide their own actions
- Staff modelling the value through their own behaviour
- By ensuring the values are taught implicitly through every aspect of the curriculum
- Through the work of the school council
- By involving all staff, governors and parents in the promotion of values through newsletters, school website and open opportunities for their participation.

Meeting Pupil needs:

The success of the Values education and its teaching and learning will be reflected in the pupil's behaviour and skills throughout school. The school will meet the needs of groups and individual pupils by tailoring the Values curriculum seamlessly into the National Curriculum and all other learning experiences. It is expected that there will be

some children who require greater support in meeting their skill sets and successes and it is therefore essential to note that the Values education is a work in progress where

Pupil outcomes

As a result of receiving good quality first teaching in the values, we at Granby would measure the success of the teaching and learning through careful observation of the children's behaviour and actions.

The tasks, experiences and learning the children receive will be logged by the class teacher in our *SMSC Gridmaker* program under British Values, this is an ongoing record of all achievements in this area.

More importantly, we will view the values in action by the pupils use of:

- Politeness and good manners
- Listening carefully to others
- Empathy and tolerance
- Accepting personal responsibility for actions
- Care and respect for others points of view, beliefs and property
- Accepting and abiding by the rules and laws set in and out of school

The staff will also ensure they lead by example in their own behaviour ensuring :

- All children are valued
- Disapproving of negative behaviour and not the whole child
- Focus on and emphasise the positive
- Are mutually supportive
- Reward positive outcomes and displays of British Values where appropriate

Conclusion

This policy aims to secure Granby's commitment to promoting British Values and ensuring that the values are at the core of our ethos and teaching. The hope is that through the implementation of this policy, all children will recognise and adopt the British Values and that in both school and the wider community their actions reflect their learning.

Appendix 1

The detailed explanations of each of the British Values:

The DfE have recently reinforced the need

"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs"

Democracy:

Pupils have an understanding of how citizens can influence decision making through the democratic process.

Individual Liberty:

Pupils have an understanding that the freedom to choose and hold other faiths and beliefs is protected by law.

Mutual Respect and Tolerance:

Pupils have an acceptance that other people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Pupils have an understanding of the importance of identifying and combatting discrimination.

Rule of Law:

Pupils have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Pupils have an understanding that there is a separation of power between executive and the judiciary and that while some public bodies such as the police and the army can be held to account through the Parliament, others such as the courts maintain independence.

Appendix 2

The following statements are designed to adhere to the fundamental British values as mentioned in appendix 1 but are in child friendly language.

- We treat every body equally
- We understand right from wrong
- We understand the consequences of our actions
- We listen to and respect other people's opinions and values
- We try to help other people
- We know that we are all special
- We understand and respect the roles of people who may help us
- We respect the culture and beliefs of others

There are a wealth of resources available to staff that can go on their displays to promote these statements in child friendly language.