

HEATHCOTE

Primary School

SMSC Policy

This policy was adapted by Headteacher Lara. It will be presented in draft version to the full staff compliment for discussion and revision. The final version will be presented to Governors for consideration, approval and adoption.



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Date completed: April 2017

Review date: April 2018

1. At Heathcote Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- 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
- an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Heathcote is an essential ingredient of school success.

1. Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults 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 pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning, display and use of resources.

2. General Aims

- To ensure that everyone connected with the school is aware of our values and principles.

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- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

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3. Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils 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
- develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning
- be willing to reflect on their experiences
- develop into self-assured, confident, happy, positive young people
- sustain their self-esteem throughout their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life.

4. Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the difference between right and wrong readily and apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understand the consequences of their behaviour and actions
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
- recognise the unique value of each individual
- listen and respond appropriately to the views of others

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- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- develop their own moral sense and distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements
- understand the impact of their actions on other people.

5. Social Development

As a school we aim to promote opportunities that will enable pupils to:

- use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- accept and engage with the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- to have the confidence to undertake difficult tasks
- encounter a wide range of experiences
- question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
- develop an understanding of their individual and group identity
- learn about being of service to the school and the wider community and develop an understanding of the roles within our community – police, healthcare, the Post Office, Parliament etc)

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- know the value and importance of making a positive impact on the lives of other people.

6. Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, sporting and cultural opportunities
- interact easily with people of different cultures and faiths
- explore, improve understanding of and show respect for different faiths and cultural diversity
- understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

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7. Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at Heathcote Primary School will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Assemblies, lessons, class discussions extra-curricular activities and circle time will give pupils opportunities to:

- talk about personal experiences and feelings
- listen and talk to each other
- agree and disagree
- express and clarify their own ideas and beliefs
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- develop self-esteem and a respect for others
- show empathy
- develop a sense of belonging
- speak about difficult events, e.g. bullying, death etc
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc
- develop an awareness of treating all as equals, and accepting people who are physically or mentally different.
- take turns and share and work co-operatively and collaboratively.

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8. Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

BRITISH VALUES

In June 2014, the Prime Minister emphasised the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process.

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at Heathcote Church of England Primary School. British values are promoted in much of what we do, during school assemblies, Religious Education, Philosophy and Personal, Social and Health Education (PSHE) sessions. The values are also integral to our vision and values.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The British values we espouse are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families in the local community.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Heathcote. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term and trips to the pantomime at Christmas. We also value and celebrate national events.

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

Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

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- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Key moments in British history are studied in the topics such as 'London's Burning' and significant historical figures.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Heathcote Primary School. Democracy is central to how we operate.

An example is our School Council. The election of the School Council members 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. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The Council will be actively involved in reform and in providing teachers with feedback.

Other examples of 'pupil voice' are:

- Class meetings which discuss positive & negative aspects of school and cast a vote on which request for action should go before school council
- Philosophy 4 Children - a forum for debate which children run and manage. Children learn the language of debate and discuss current issues as well as emotions
- Circle time
- Encouraging choice and responsibility, both in and out of lessons
- Encouraging children to put forward their ideas.
- Listening to children
- Playground games
- Taking turns
- Sport
- Governing body (parents and staff elected)
- Open door policy (parents/carers)
- Valuing different opinions

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.

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Rules and Laws

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, each class discusses the school rules and class routines, 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.

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:

- Classroom rules that the children agree together and follow in order to have a successful learning environment
- Playground rules and the need for rules in games for fairness
- In Religious Education, when The Commandments, Laws and rules of particular faiths are discussed and the need for them explored
- visits from authorities such as the police and fire service
- During PSHE lessons 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
- Some classes have visited the House of Commons this year to deepen their understanding.
- Year 6 study a whole topic on parliament
- Christian values
- Understanding the difference between right and wrong
- Cycling proficiency
- Understanding choices and consequences to actions
- Staff role models
- Why rules are important
- Expectation that children will make 'the right choice'.

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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, we provide boundaries for our pupils to make choices safely.

For example:

- School rights and learning that with rights come responsibilities
- Being encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE lessons
- about what learning challenge or activity
- about how they record their learning
- around the participation in extra-curricular activities
- learning through the 'Taking Care' project
- with the school/class reward systems
- receiving anti-bullying education and policy
- Social stories
- By learning the art of negotiation

Mutual respect and tolerance of those with different faiths and beliefs

Heathcote Primary School serves an area which is still predominately white British although it is becoming more culturally diverse as time moves on and this is reflected in our school population; we are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos.

Our central aim to 'Prepare children for the future' drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where technological advances will make the 'world a smaller place.'

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

Specific examples of how we at Heathcote enhance pupils' understanding, tolerance and respect for different faiths, beliefs and lifestyle choices are:

- through our core values that permeate our daily life in school
- through the 'golden thread' running through our whole school curriculum where we develop awareness and appreciation of other cultures and values as well as our own
- through inclusivity regardless of gender, race, belief, ability and age
- through role play and non-gender specific roles
- through appreciating that each family circumstance can be different and equal
- equal access to, and differentiation within, the curriculum
- through Celebrations and world festivals
- celebrating cultural differences through assemblies, themed weeks, noticeboards and displays

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

Links with the Wider Community

- Visitors are welcomed into school and members of the school take part in community events. .
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.

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The School also...

- is actively involved in developing and maintaining its ethos
- develops a consistency in the way it deals with all matters that reflect the aims of the policy
- aims to include all members of the school family within the policy

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of lesson plans and teaching and learning by the co-ordinator/ senior management/ head teacher/ governor
- regular discussion at staff and governor meetings
- audit of policies and Schemes of Work
- sharing of classroom work and practice
- regular inclusion on the school development and improvement plan

Conclusion

High standards in the area of SMSC development are sought and maintained by making explicit the school's values expressed in the mission statement.