



SMSC (Spiritual, moral, social and cultural) Policy

At Thorntree Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, 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 and high standards of personal behaviour. We encourage a caring attitude towards other people; an understanding of diverse cultural traditions and an appreciation of other cultures.

Guidelines

At Thorntree Primary school opportunities for children's spiritual, moral, social and cultural development will be planned in each area of the curriculum. Spirituality and Christian values and principles will be explored across curriculum areas, especially in RE/Collective Worship, the integrity and spirituality of pupils from other faith backgrounds are respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing love and 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 and resourcing decisions.

General Aims

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

The four core areas of SMSC are:

Spiritual Development

Moral Development

Social Development

Cultural Development

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. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness,

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

Visitors are welcomed into school.

Links with the Church are fostered through our regular contact with the local churches and clergy in Thorntree.

The development of a strong home-school link is regarded as very important, enabling families and teachers to work in an effective partnership to support the pupil. Pupils will be taught to appreciate both their local wider environment and to develop a sense of responsibility to them.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of lesson plans where SMSC is highlighted on all planning where appropriate
- Monitoring of teaching and learning by coordinator and SMT
- Evidence of SMSC to be recorded on the School Improvement display board in each classroom.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.

Whole school approach to SMSC -

Spiritual

- To sustain their Self esteem
- Climate of praise: Personal targets, stickers, certificates, Head Teacher awards, praise in class and assembly; whole school token system, displays in class & school
- Showing work to class, whole school in assembly, to head teacher
- Staff who aim to praise and educate first rather than tell off or condemn
- Staff who listen to and respond to pupils ideas & concerns
- Staff who allow for spontaneity
- Develop their capacity for critical & Independent thought
 - School Council, class council, Eco Committee
- Foster pupils Emotional life and express feelings
- Circle time
- Class & school rewards
- Collective worship / Assemblies
- Experience moments of reflection:
 - Prayer in assembly; quiet times in class (Circle times) planned into weekly timetable / lessons
- Discuss their beliefs, feelings, values and responses to personal experiences

- Show & Tell; Circle Time; Class & School Council and Class discussion
- Beliefs and values in curriculum: i.e. self expression in art,
- Beliefs, values from other religions, the similarities, core beliefs (10 commandments)
- Class story
- Form and maintain worthwhile and satisfying relationships:
 - Working individually, pairs, teams etc.
- Staff who create a positive role model
- Staff who are consistent and fair when dealing with others
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Awe & wonder activities in curriculum and RE, class / circle time
- Time to reflect upon, appreciate and begin to understand terms such as beauty, truth, love, good, bad, paradoxes, ambiguities and mysteries

Moral

- Recognise the unique value of each individual.
- Congratulating others, right thoughts and praise
- Class praise in lessons, praise for achievement as well as attainment
- Sporting and talents celebrated in assemblies and newsletters
- Listen and respond appropriately to the views of others.
- Circle time, Class council, in all lessons especially plenary
- Willingness to express their thoughts and feelings
- Opportunities in lessons to take part
- That active learning includes listening as well as taking part.
- Appreciate the moral dimension to curriculum subjects: PE - rules, Science – diversity
- Gain the confidence to cope with setbacks and learn from mistakes.
- In all activities pupils are 'expected' to try, to have a go. Secure in the knowledge that they can learn from 'failure'
- That when pupils misbehave they are given the opportunity to apologise and try gain.
- Take initiative and act responsibly with consideration for others.
- School / class council system
- Class fund raising for equipment e.g. Penny tables challenge
- Choosing new equipment as part of the Numeracy team
- Homework
- Distinguish between right & wrong
- Clear moral / positive behaviour code
- Pupils to think actions through, recognise that their actions are chosen and there are consequences both positive & negative.
- Class Rules / playground rules
- Show respect for environment
- Eco Committee: run by staff and pupils: identifying needs / changes
- Recycling: paper, fruit etc

- Gardening club
- Make informed & independent judgements
- Eco Committee, School & Class Councils
- Bring suggestions to Head & Governors

Social

- Develop an understanding of their individual and group identity
- Methods of working in class: individual. Pairs, groups, class, cross year groups, cross key stages, mixed or single ability, mixed or single gender
- Events specifically for split cohorts / year groups
- Team events: sports day
- Assemblies to develop whole school identity
- School and class rules
- Racial, religious, gender or social equality in lessons and school life
- Class council
- School council: elections
- Christmas & School plays
- Class Rules, playground rules
- Social skills groups when required
- Learn about society in the school & wider community
- Preparation for assembly
- Cleaning up class & school, volunteering to help other class teachers prepare for lessons.
- Play leaders at playtime
- Peer mentors
- Reader leaders
- Mentors
- School Council meetings
- After school clubs

Cultural

- Recognise the value & richness of Cultural diversity / similarity in Britain, and how these influenced individuals and society.
- Understanding and celebration of own culture / imagery: religious festivals, cultural festivals, Christian & pagan origins, local traditions St Georges Day
- Understanding of non-Christian religious traditions i.e. Chinese New Year
- Understanding of different cultures in time & place
- Develop an atmosphere of understanding, acceptance and respect.
- Music in assembly: religious, personal choice, staff & pupil choice
- Parents / visitors in to celebrate different cultures / festivals
- RE scheme
- Citizenship
- Links to the creative curriculum: art, science, numeracy etc.

- Appreciation that there are similarities between cultures / religions and not just differences
- Making links to different people: locally, nationally & internationally
- New book selection from different cultures / faiths
- Develop an understanding of their social & cultural environment
- School ethos
- Taking part in school events: supporting the school
- Encouraging parental support out of & in school
- School concerts, music concerts, Christmas
- School events: Red Nose Day
- Develop an understanding of Britain's local, national, European, Commonwealth and world wide awareness
- Books in library
- Establishing links with other schools.

TEACHING BRITISH VALUES

Promoting British Values at Thorntree Primary School

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.”*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2016). At Thorntree Primary School these values are reinforced regularly and in the following ways:

Democracy

Each year the children decide upon their class rules. All the children contribute to the drawing up of the rules. We have a school council which meets regularly with the Head teacher to discuss issues raised in class council meetings. The council is involved with changes within the school. Every child on the student council is voted in by their class.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Thorntree. Pupils are taught from an early age the rules of the school.

Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Thorntree, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons. They also understand that with rights come responsibilities.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

At Thorntree we actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, PSHE and RRSA lessons reinforce messages of tolerance and respect for others.

Further to the implementation of The Fundamental British Values within school, all staff members and governors received prevent training in the fight against radicalisation including prevent training and show racism the red card.

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