

## **Badgerbrook Primary School**

### **Spiritual, Moral, Social and Cultural (SMSC) Policy Including Fundamental British Values**

#### **Introduction**

At Badgerbrook Primary School, the pupils and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school helps pupils to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. They will consider the needs of others and understand how they can contribute to society. We aim to develop their self-esteem, self-knowledge and self-confidence.

At Badgerbrook Primary School we use SEAL [Social and Emotional Aspects of Learning] to help us deliver our SMSC themes throughout the year. We also use our R.E curriculum, our visiting vicar's assemblies, plus a range of teacher delivered topical assemblies as well as our cross curricular activities, external visitors and everyday experiences for our pupils. We have also achieved the enhanced Anti-Bullying Award; The Healthy Schools Award; The ECO- Flag for our environment work plus the International Schools Award. We do a separate review which outlines how we deliver the SMSC elements and which focuses on the impact on pupils of our provision.

#### **Our Definitions of SMSC:**

##### **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 Development**

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

## **How we deliver SMSC in Badgerbrook**

### **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and School and Class Council activities.

### **Spiritual Development**

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 mystery
- 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

**The School has the following in place, plus a wide range of everyday activities, to support this:**

- PHSE, SEAL and Circle time.
- Parent and community visitors to share their cultural experiences and help children to view the world through the eyes of others.
- A clear R.E. Curriculum offering the children the opportunity to understand a range of beliefs and enhance their understanding of prayer and worship for different cultures.
- An assembly structure which aims to develop the sense of connection and belonging through special awards and child initiated reward systems [ e.g. Star of the Week]
- A topic assembly on a wide range of relevant themes.
- Across the school, topics relating to awe and wonder found in the world in order to inspire pupils.
- Special Curriculum weeks to develop curiosity.
- In maths by considering order, pattern, symmetry and scale in the man-made and natural world.
- Pet Assembly in local church

The school develops a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. At dinner times, when listening to music, at playtimes, discussing the care needed for animals, when having special visitors, exercising empathy or creativity, by how we live, contemplating the future, etc.

### **Moral Development**

At Badgerbrook Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes associated with British values, 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 and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

### **Our school develops pupil moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- By the promotion of an Anti- Bullying ethos
- E-safety work on acceptable behaviour
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- School and Class Council activities in which pupils ideas are put forward for fair decision making.
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

### **The School has the following in place to support this area:**

- Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school.
- We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence.
- We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.
- This is done through collective worship, cultural awareness assemblies, one to one coaching and listening support, social skills groups and SEAL sessions plus environment club. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy)

### **Social Development**

At Badgerbrook Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others

- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility / participate fairly as part of a team
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

**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 work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- 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 an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring, via a three year review, the success of what is provided.

**The School has the following in place to support this area:**

- The SEAL Curriculum which involves an understanding of how to relate to others, take responsibility and become a good citizen.
- Class social development via peer and group work plus class games and activities.
- Celebration Assemblies to promote self-esteem and share in the achievements of others.
- Playground monitors at break times plus games organisers and game leadership at lunchtime/ a friendship stop and star of the week to promote independence, self- reliance and social awareness.
- Social Communication groups for pupils who require support.
- A snug Club to support vulnerable pupils.
- Peer and team work evident in many lessons.
- Peer Readers Y6 /KS1.
- Community related activities e.g. Holmes park activities, local co-op visit.
- Wider community visits and support activities e.g. Acorn project- Cyril the Squirrel visit.

- International School Award- second award to expand children's social awareness to people outside of the school.
- The children learn about democratic principles practically through our class and school council structure and the fairness of voting for an outcome.

### **Cultural Development**

At Badgerbrook children are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done via the curriculum, visitors and external trips.

#### **Our school develops pupils' cultural development by:**

- Extending pupils' knowledge and use of cultural imagery and language through stories and poems.
- Achieving the International School Award.
- Assemblies on a range of topics- some related to news events e.g. terrorism.
- Class assemblies to parents on a range of topics often on a specific culture.
- Creative Curriculum Weeks- e.g. Aspects of Leicester
- Celebrations of world events e.g. The Olympics, World Cup etc
- Encouraging them to think about special events in their life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature from a range of cultures, drama, music from around the world, art, crafts and by encouraging pupils to reflect on their significance.
- Community carol singing
- Reinforcing the school's cultural links through special curriculum weeks, displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, by inviting parents to visit the school.
- Using the wider community and having visitors in e.g. local school visits in such as French theatre visit, dance and theatre day, D+ T challenge day, parent visitors to talk to pupils, etc.
- Using RE to focus on different faiths and cultural experiences to represent Leicester, and to visit or have visitors from different religions, plus celebrating religious festivals. e.g Chinese New Year, Diwali
- Visits in the wider community to for example, museum and gallery visits.
- Learning French and relating our work to French culture.

#### **The School has the following in place to support this area:**

- The SEAL curriculum which addresses the acceptance of difference and an appreciation of the cultures of others through stories, scenarios and discussion.
- An RE curriculum which helps children to understand and appreciate the religions of other cultures.

- A Topic curriculum in which other countries are explored historically, geographically, through stories etc to enhance children's understanding of the cultural differences between countries today and in the past.
- Art and Music activities to develop cultural understanding.
- An ongoing commitment to visits and visitors each year.
- Specific Christian assemblies and weekly varied assemblies.

### **Fundamental British Values promoted through SMSC**

#### **We have the following in place to support this area:**

- Collective worship: Daily with special assemblies:
  - In Key Stage One  
Thursday am: Head Teacher assembly on a range of topics  
Thursday pm: The visiting Vicars.  
Wednesday: a range of topics related to SEAL
  - In Key Stage Two  
Monday: visiting Christian leaders and on  
Tuesday: teacher led assemblies with an emphasis on a range of faiths.  
Wednesday morning: Head Teacher assembly on a range of topics
  - Whole School  
Friday: Celebration assembly of children's achievements
- Respect and Tolerance for all faiths:  
Shown by a range of school activities mentioned in all the above sections of the SMSC policy.
- The Rule of Law:  
The school has an active class and School Council system. The pupils stand as representatives and put forward their leadership qualities. The class votes for two pupils to represent them at the School Council. The School Council has regular meetings - six per year - and at these bring forward issues arising in the class council meetings [also six per annum]. The School Council has a budget to develop areas highlighted by the pupils and they also raise funds for school related and community concerns.

This area is also raised in The SEAL units of work: e.g. On Class rules; The ideal School etc.

In Year 5 - when the pupils are studying The Ancient Greeks - the topic of Democracy and the rule of Law is addressed. It is also addressed in the modern world by a visit from the Anti- Social Behaviour Unit. The School is used as a polling station and there are many opportunities to discuss the different types of poll for local or national democracy. The idea of Parliament is usually addressed in Work on Guy Fawkes.

Key Stage 1 have a specific unit of work on “We are Britain” which covers an understanding of fundamental British values appropriate to the age group.

All the children help contribute to society: by organising and fund-raising independently for a range of charities; by fund-raising as a school for chosen charities; by participating in community sporting and social events: e.g. Singing at the Co-op. By getting involved in a range of projects: e.g. Environment club or national events such as: The Olympics or The Cosmic Classroom Experiments.

### **Monitoring and Review**

This policy has been developed in consultation with specific parents who were invited to a meeting to give their considered opinions, teachers and Governors. Pupils have been interviewed to share their views. We have aimed to create a policy which expresses the ethos of our school- a school in which all are valued.

One parent who participates in many school experiences stated: This policy document is not just a list of things but a reflection of what I see in the school every day. This is the aim of this policy.

This policy will be monitored and reviewed as part of the school's 3 yearly cycle of review. It was adopted by the Governing Body on 20<sup>th</sup> May 2015 and reviewed in in February 2016.

Signed: *M Moran* Chair of Governors