

WOODLANDS PRIMARY SCHOOL



SMSC and British Values Policy

Updated: September 2024
Review Date: September 2025

Introduction

At Woodlands Primary School, we recognise that social, moral, spiritual and cultural development (SMSC) is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. Children are encouraged to formulate and explore their own views and perceptions and understand their own moral standpoint relating to a range of issues.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is concerned with identifying the unique experiences and societal traditions that form a culture, and how cultures can vary within and between social environments.

Aims

To provide pupils at Woodlands Primary School with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within an ever changing society.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of the development process.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The SMSC Curriculum

At Woodlands Primary School we provide opportunities for children to engage in valuable learning experiences and philosophical debates about humanity, society and the world around us. Our SMSC provision is reviewed regularly and reflects the current important issues that our children experience. Our curriculum contains many links to SMSC, therefore we implement it through a variety of schemes and lessons. This includes:

Key themes:

- No Outsiders
- Commando Joe's
- Project Evolve
- The Christopher Winter Project

Where you can find SMSC at Woodlands Primary School

- Our Creative Curriculum as a whole
- The Religious Education Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Parliament
- Focus days

Teaching Strategies

SMSC development is taught through, and reflected in, all areas of the curriculum and through all aspects of school life. Pupils in Early Years, Key Stage 1 and Key Stage 2 are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

Social

- Embedding British Values throughout the Curriculum.
- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values (British Values).
- 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

Moral

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school (Ready, Respectful, Safe)
- 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 practise moral decision making
- Using the recognition boards in class to promote good behaviour choices
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

Spiritual

- The RE curriculum contains units on celebrations, festivals and worship covering a range of faiths, including Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through SMSC and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of spring during an outdoor art lesson, visiting Roman ruins as part of topic work about Roman history.

Cultural

- 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
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with other subject leaders.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the classroom, school and wider community. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. Many subject leaders use Pupil Voice to inform their practice and planning.

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which is embedded through the school's curriculum and supports the development of the individual child. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. The SMSC curriculum in all year groups offers broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

- The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, eye pointing or body language.
- We empower our pupils by giving them opportunities to make choices about the things that they believe to be important.
- By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.
- At Woodlands Primary School we have an active Pupil Parliament who meet each week to share ideas and opinions they have gathered about the school community e.g. what they learn and how they learn.

Rule of Law:

- We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.
- Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond.
- We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

- Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible.
- We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities.
- Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself.
- We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need.
- We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect:

- We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs.
- Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches etc.
- The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation with other schools/colleges.

- We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

- We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage, sexuality or ethnic identity.
- Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.
- Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.
- Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and encourage a sense of team spirit.

Monitoring and Evaluation

This is achieved by:

- Monitoring of teaching and learning and work by RE and SMSC co-ordinators.
- Gathering of evidence led by the SMSC coordinator in the form of children's work, photographs and examples of writing.
- Regular discussions at staff meetings.
- Audit of policies
- Action plans
- Sharing of classroom work and practice.
- Gathering of pupil voice

The implementation of this policy and the planning and teaching of **SMSC is the responsibility of all staff.**

The SMSC coordinator will offer advice and support to all staff and also ensure a base of evidence is collated.

Inclusion

SMSC and British Values are part of our whole school curriculum (with a wide range of cross curricular links). All children access this curriculum at Woodlands at a level suitable for their age and ability.

This policy/document was reviewed by:

Signed: A Ahmad

Date: 27.9.24

Position: SMSC Lead

The next revision date is: September 2025