

Orleans Primary School

‘A love of learning, for life, for all.’



Spiritual, Moral, Social and Cultural (SMSC) Education Policy

This policy was adopted: September 2019

This Policy will be reviewed: September 2022

Orleans Primary School

Our Intent

At Orleans Primary School, we recognise that social, moral, spiritual and cultural development 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.

By integrating SMSC into the life of our school we aim to develop a sense of society, tolerance and collaboration that tackles prejudice and promotes equality. We aim to teach children to make sense of the world we live in, how to interact positively with others, how to know themselves and the person they may become in the future. This will be done formally; through taught lessons, informally; through providing activities and experiences and through the hidden curriculum/ ethos as displayed through the expectations, relationships and attitudes of everybody in school.

As a school, we aim to instil a sense of pride in being part of the Orleans Primary School community and in the school as a building where all can learn and belong. Our learning environment is bright, relevant and well cared for. Our children feel safe and cared for. School council means the children have a say in changes that are made. Many visitors to our school comment on the positive ethos and welcoming atmosphere. We believe that the behaviour, manners and attitudes of our pupils is a real strength.

What is SMSC?

At Orleans Primary School we use the Ofsted (2015) definitions as guidance for our curriculum. These are defined below;

Spiritual Development

Pupils' spiritual development is shown by their:

- ability 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- 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 to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- 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
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they 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.

Implementation

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils 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:

Spiritual

Spiritual

- As a school we follow the SACRE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Pupils lead celebration assemblies and share achievements using music, images, drama and reflect on their and other pupil's, successes.
- Through PSHE 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 on a Geography trip, visiting a planetarium in Science work on the Earth and beyond.
- Develop a sense of values
- Pupils visit special places (St Stephen's Church, Hounslow Gurdwara, Richmond Synagogue, Twickenham Stadium)

Moral

- There is a robust agreed school behaviour system in place with special recognition for good behaviour and academic achievement. The names of these pupils are shared in our weekly merit assembly and in the school newsletter so that the whole school community can celebrate.
- Orleans achieved the Bronze Rights Respecting School award in 2019 which feeds in to every day life at school
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- Communication books are used in all class rooms to record difficult behaviours. These books are monitored weekly by a member of the inclusion team.
- Behaviour plans are agreed and implemented with the help of the inclusion team.
- The PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.
- Policies and curriculum planning provide opportunities for children to explore questions of right and wrong and explore moral codes in their own and others' cultures.
- Pupils regularly raise funds for related charities and understand what is happening in other parts of the world
- Pupils feel comfortable to express their views and usually show good sportsmanship.
- School rules, rewards and sanctions clearly defined and understood

- Staff and older children act as role models during everyday life
- Teaching the difference between right and wrong
- Discussion of outcomes and consequences of actions
- Staff help pupils develop a 'good moral compass' and reward good behaviour and attitudes
- Pupils participate in class council discussions and contribute to school improvement.

Social

- There is a high level of staffing at mealtimes and on the playground to promote positive lunchtimes. Pupils play together in group games and imaginative play on their own and with adults.
- Circle times feature in all classes promoting turn taking and social interaction.
- The PSHE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Educational visits within the community, including swimming in year 3, St Stephen's Church, the River Thames, Twickenham Rugby Stadium.
- New pupils adjust well to the school and are firmly accepted by their classmates
- A critical skills approach to learning means that children are happy to collaborate with a range of pupils from other classes and year groups as well as their own.
- The team house system implemented from Year 3, mean children collaborate with pupils across the age groups in various events throughout the year, including Sports Day
- A range of afterschool clubs are offered and are usually oversubscribed.
- Residential trips are offered in upper KS2. These take place at the start of the school year to develop the teacher-pupil and class bond.
- Pupils join with other pupils from local schools to participate in sports contests and collaborate in teams to compete against other clusters of schools
- The Citizenship Award for Y5&6 develops a sense of responsibility
- Sports Leaders for Year 5 and 6 play a key role at lunchtime

Cultural

- There are regular celebrations of religious festivals over the year including Harvest, Diwali, Christmas, Easter, Eid, Chinese New Year to help pupils appreciate their own cultures and traditions and those of others
- We celebrate Black History during the Autumn term
- Pupils enjoy participating in a range of cultural experiences and are keen to develop their knowledge of others' way of life, however more could be done to challenge pre-conceived stereotypes and develop children's knowledge of other places in the UK
- Geography and Cultures and Faiths have units dedicated to other cultures and religions.
- Our English planning includes units on stories and poems from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender
- We celebrate International Day each academic year, where each class spends a day learning about the culture of a country that is relevant to a child in their class

- Children participate in a range of drama; music and art activities linked to different cultures and reflect on their significance.
- Through the curriculum and collective worship children learn about the traditions, challenges and experiences of people in less economically developed countries and show empathy and understanding.
- Assemblies, PSHE and R.E lessons introduce the children to a range of cultures by looking at stories, festivals, traditions from a range of cultures so that they better understand the global communities in which we live
- Our library contains a variety of story and text books about other cultures and countries

Where you can find SMSC in Orleans Primary School

- The curriculum as a whole
- The Cultures and Faiths Curriculum
- The PSHE Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council, Citizenship Award, Junior Leadership Team)
- Special days (fundraising, cultural experiences and immersion days)

PSHE Curriculum

Our separate PSHE curriculum policy outlines the intention of our teaching and includes the overview of the curriculum coverage.

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole 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.

Our PSHE and SMSC lessons encapsulate the requirements of the DFE for all schools 'to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.'

Our children participate in class discussions and agree the charter for their classroom at the beginning of each academic year. Our school behaviour policy was designed by the Senior Leadership Team to instil responsibility and choice/decision making within the children. Our curriculum is updated when new developments arise in the wider world that may have an effect on our setting. For example in Year Six a series of lessons has been introduced to raise awareness of the issue of FGM.

'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.

We have an active School Council that make decisions on school wide choices but primarily influence our charity choices for each academic year.

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, theatre groups 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 or race.

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 engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding and Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Orleans Primary are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Healthy Schools

At Orleans we recognise that a healthy school is one that is successful in helping pupils to do their best and build on their achievements. The school has adopted a healthy schools approach and has been awarded the Bronze Healthy School award by the accredited body of 'Healthy Schools London.' It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards.

Rights, Respecting School

Orleans Primary School is a Rights Respecting school and we have recently received the Bronze award. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children's rights are promoted and realised. Adults and children work towards this goal together.

At Orleans Primary School we learn about the UNCRC (United Nations Convention on the Rights of the Child) and refer to our rights throughout our school day. We know that all children are entitled to the same rights and that these rights are protected by law. Together, the children and the school community learn about children's rights, putting them into practice every day.

We focus on being local and global citizens that show respect and commitment to the articles in the UNCRC. We have certificates and awards that we work towards that are linked to articles in the UNCRC and that are completed in different year groups:

Citizenship Certificates – Nursery to Year 4
Citizenship Award – Year 5 and Year 6

We are proud to be a Rights Respecting school and feel that it shows our commitment to British Values and our School Values.

Responsibilities and Expectations of Staff and Governors

All adults involved with Orleans Primary School are expected to model and promote the expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families, visitors and other members of staff working within the school. Children 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.

Monitoring and Review

The SMSC leader and SLT are responsible for monitoring SMSC throughout the school on a regular basis. The SMSC leader supports colleagues in raising the awareness of SMSC throughout school and provides information about current developments, and training when necessary. Monitoring of teaching and learning and work scrutiny (where necessary) are undertaken by the PSHE/Cultures and Faiths/Rights Respecting/Healthy School/PE leaders at intervals during the school year.

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The leader for SMSC is Sarah Connolly. SMSC is monitored by the Governing body through discussions at the Quality and Standards committee meetings and to the full Governing body through the Headteachers report each term.

Inclusion

The aims of our school, enabling each child to reach their full potential reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same.

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