

SMSC Policy



Policy Written September 2017

CRC Links

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

Article 12(Respect for the views of the child): Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 15 (Freedom of association): Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups): Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

AIMS AND OBJECTIVES

At St Bridget's C of E Primary School, we strive to create a learning environment which promote respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

We use a number of tools and resources across our school in order to teach and promote SMSC. These include:

- Our School Mission Statement: Together Everyone Achieves More (TEAM)
- Our School Vision Statement: Inspiring, nurturing and educating our children to flourish as world citizens today and tomorrow.
- Our School Values: Faith, Hope & Love. Creativity, Respect, Teamwork, Friendship, Responsibility, Perseverance, Truthfulness, Compassion.
- Our very close links with St. Bridget's Church.
- Rights Respecting School approach
- Show Racism the Red Card
- E-Safety Performances and Workshops
- Heart Smart (PSHE Curriculum linked to scripture)
- Philosophy for Children
- Maths No Problem (using a collaborative approach)
- Wirral Agreed Syllabus for RE
- Chester Diocese Scheme of Work
- Understanding Christianity Resource
- Anti-Bullying Week including performances and workshops
- Healthy Week
- Staff have received training on Homophobic Bullying
- Staff have received training on children's Mental Health
- Charity work incorporating fundraising and campaigning
- Growth Mindset Approach
- Discrete SRE lessons for Years 5 & 6

SPIRITUAL DEVELOPMENT

DEFINITION

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

OUR LEARNING ENVIRONMENT AND CURRICULUM

Through our Christian values and Rights Respecting approach, curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, P4C, drama activities, discussing feelings and empathising with characters in familiar stories, Show Racism the Red Card lessons)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies, Multicultural Week)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities, Growth Mindset)

MORAL DEVELOPMENT

DEFINITION

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

OUR LEARNING ENVIRONMENT AND CURRICULUM

Through our Christian values and Rights Respecting approach, the classroom environment and curriculum promote moral development through:

- Codes of conduct and Class Charters, agreed with children and displayed in the classroom.
- Use of Class Dojo (linked to School Values) with clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures.
- Our School Values of 'Responsibility' and 'Truthfulness' (including 7 others) are explicitly taught and modelled throughout the school.
- Year 6 children attend a session on Law at a local Grammar school.

SOCIAL DEVELOPMENT

DEFINITION

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

OUR LEARNING ENVIRONMENT AND CURRICULUM

Through our Christian values and Rights Respecting approach, at St Bridget's C of E Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff and stakeholders
- After school clubs (Sport, Choir and Chess)
- Sporting activities
- Buddy and team games at play times and lunch times (Active Play Leaders)
- Turn taking and team building activities (Residential for Year 4 & Year 6)
- Pair and small group work within the classroom (including Peer Assessment)
- Working with others across the local community (Church Schools Alliance, attending The Link Coffee Morning, supporting The Charles Thompson Mission)

The values of 'Hope' 'Faith' & 'Love' are explicitly taught and modelled throughout the school.

CULTURAL DEVELOPMENT

DEFINITION

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

OUR LEARNING ENVIRONMENT AND CURRICULUM

Through our Christian values and Rights Respecting approach, children are introduced to a regional and global perspective in life through:

- Links with local and international schools (Church Schools Alliance, Melanesia, Spain)
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of Local, National and International fund raising events (Local Food Banks, The Charles Thompson Mission, CAFOD, Christian Aid, Save the Children, UNICEF)
- Studies of a different lifestyle including different food, dress, festivals and places of worship. (Through RE lessons, Chinese New Year, Spanish Café)
- Learning about other cultures when raising money and campaigning for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.
- Annual Multi-Cultural week, which focusses on a specific theme e.g. Refugees & Gender Equality

MONITORING AND REVIEW

The planning and coordination of SMSC are the responsibility of the RE/Collective Worship subject leader and the Well-Being Team (Headteacher, Deputy Headteacher and other members of teaching staff) who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speak to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

REVIEW

This policy will be reviewed as and when necessary.

The Headteacher and staff will review this policy in accordance with the development priorities stated in the School's Development Plan. Any suggested amendments will be presented to the governing body for discussion.