



Harry Gosling Primary School

SMSC Policy

2018 - 2019

The children's spiritual, moral, social and cultural (SMSC) development plays a significant role in their ability to achieve and learn, as well as their ability to contribute to the local and wider community. The curriculum is planned to engage our pupils, have a positive impact on their behaviour and safety and help them to attain highly in all areas of their learning. All areas of the curriculum will make a contribution to the child's spiritual, moral, social and cultural development. We want our pupils to develop as reflective, independent, thoughtful and responsible individuals who are curious about the world around them.

The principles we share at Harry Gosling Primary School ensure that all members of the school are treated fairly and contribute to the betterment of the local and wider community. All adults will model and promote expected behaviour, treating all people as valued individuals and showing respect to all members of the school's community.

- Our school is a happy, safe and enriching place.
- We work hard as a team so that everyone can achieve their best.
- Everyone has a voice and is a valued member of our school.
- We respect and celebrate our individuality and treat one another equally.
- We learn in fun and exciting ways to develop our wide interests and talents.
- Excellent relationships between school, families and the community help us to succeed.
- We learn to become responsible citizens and lifelong learners, so we can enjoy happy and successful lives.
- British values are promoted for the whole school community and help to prepare our children for life in modern Britain.

Aims

To develop an awareness and respect for diversity (gender, race, religion and belief, culture, sexual orientation and disability)

To ensure pupils develop an understanding of right and wrong within the school and wider community.

To ensure pupils develop as reflective, thoughtful and responsible individuals.

To give pupils 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 social and cultural environment.

To enable pupils to explore social and moral issues.

To enable pupils to develop the skills and attitudes to contribute positively in democratic modern Britain.

To ensure children develop a love of theatre, art, music, sport and literature.

To ensure that British values are promoted and reinforced for the whole school community.

Spiritual Development:

Children will:

Reflect on 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.

Have a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Use imagination and creativity in their learning.

Experience moments of stillness and reflection.

Discuss their feelings and responses to their experiences.

Moral Development

Children will:

Distinguish between right and wrong and readily apply this understanding in their own lives.

Understand the consequences of their behaviour and actions.

Show interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Recognize the value of each person as an individual.

Listen and respond appropriately to the needs of others.

Take initiative and act responsibly with consideration for others.

Show respect for their environment (both local and wider) and all living things.

Social Development

Children will:

Use a range of social skills in different contexts, including working and socialising with pupils with 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.

Accept and engagement with the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Participate in and contribute positively to life in modern Britain.

Form and maintain worthwhile friendships.

Will understand e-safety and what safe communication is.

Understand enterprise and have opportunities to participate in enterprise activities.

Cultural Development

Children will:

Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.

Understand and appreciate the range of different cultures in school and further afield in their preparation for life in modern Britain.

Develop a knowledge of Britain's democratic parliamentary system and its central role in shaping Britain's history and values.
Participate in and respond positively to artistic, sporting and cultural opportunities.
Show an interest in exploring, understanding and showing respect for different faiths and cultural diversity.
Demonstrate a tolerance and positive attitude towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Teaching and organisation

Development of SMSC takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity. SMSC has strong links to religious education, collective worship and personal, social and emotional education. With all activities children are encouraged to reflect on what they are learning. Children will have opportunities within the PSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community.

The school has also enlisted the support of Prevent from Tower Hamlets to help educate our pupils about the risks of extremism. Exposing children to the risk of religious or political extremism or radicalisation (The Government definition being: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." We also included in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas)

Monitoring and Evaluation

SMSC is monitored through planning and curriculum reviews, pupil voice, observations of T&L and discussions at staff and governor meetings. The monitoring of PSHE and RE will happen on a termly basis. The SMSC policy will be reviewed on a yearly basis.

School Assemblies and Collective Worship (See Appendix documents for further details)

School assemblies may be led by a member of SLT/SMT, teachers, classes of children, visitors e.g. members of the local community, charity workers etc. They are all an act of daily collective worship and hence contribute to the children's SMSC development. Children are given a time to reflect at the end of every assembly. The themes of the assemblies are planned across the year and may reflect the school's current priorities and different festivals throughout the year. Parents are invited to attend assemblies on Friday to share in our collective worship.

Links with the wider community

Visitors are welcomed into our school.

Links with Zurich, Accenture, Capita, Liberty, Lloyds, Credit Agricole-CIB and Beanstalk charity have been made and 'business partners' come in during lunchtimes to help support the children with their reading and maths.

Year 5 have links with the MOSAIC Programme to help Year 5 girls and their mothers develop aspiration and confidence.

Links with local secondary schools for sports days, transitions for our Year 6 pupils and curriculum days.

Links with John Miles a jazz musician who works with Year 4.

Links with local artists Cathy and Carina (Stamped Arts) who run a yearly art project at the school.

Other examples of projects that have occurred:

Bow Arts mural project.

Visits to Cambridge and Oxford University.

Tower Hamlets Music Service inc Tower Voices.

Practical activities that help the development of SMSC (See Appendix documents for further details)

Working together in different groups and situations.

Taking responsibility e.g. classroom monitors, dining hall monitors, playground friends, student council.

Appreciation of and respect for the work and performances of others.

Raising funds for the local and wider community e.g. Comic Relief, Sport Relief, Red Nose Day.

Learning about other cultures during international week/cultural week.

Volunteering their time to support the local and wider community.

The organisation and running of the school fete.

Taking part in class and whole school assemblies.

Circle time in class on a Wednesday.

Clubs e.g. sports, art, chess.

Participating in sports day.

Participating in sporting competitions with other local schools.

Peer Mediators

Residential trips to Hautbois House.

Year 5 Challenge Week

How teaching promotes SMSC

Provision for the development of **spiritual values**. Pupils are reflective about beliefs, values and more profound aspects of human experience using their imagination and creativity, and developing curiosity in their learning.

Teaching includes	Subject	Evidence
<p>Opportunities to consider beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>Promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p> <p>Opportunities to use imagination and creativity in their learning</p> <p>Opportunities to reflect on experience</p>	English	Use language and texts to explore values, experience and identity. Pupils develop vocabulary and linguistic structures. Emotions and arguments are developed through drama techniques.
	Maths	Pupils are encouraged to be inspired by pattern and the universal language of maths as way of understanding and describing the world e.g. patterns, concept of infinity. Encourage a sense of questioning and investigation.
	Science	Explore the difference between scientific method and personal belief and between science and religion e.g. study of Charles Darwin.
	Music	Develop an awareness of the power of music and use it to express and reflect on our own thoughts. Explore ideas, feelings and meaning in works of music. Explore the creative process.
	Art/D&T	Explore creativity as part of what animates and defines us. Develop an awareness of the power of art and use it to express and reflect on our own thoughts. Explore ideas, feelings and meaning in works of art. Explore the creative process. Find solutions to problems in D&T.
	History	Appreciate achievements of societies e.g. castles and the motivation of individuals in history e.g. Rosa Parks. Compare past societies to modern ones. Understand what makes certain historical people and events significant.
	Geography	Encourage a sense of curiosity in their surroundings through engaging activities and contexts e.g. Year 6 residential, Year 1 trip to local fire station, Year 4 study of the local area. Understand how the environment influences how we develop as people and communities.

Promoting teaching styles which: * Value pupils' questions and give them space for their own thoughts, ideas and concerns. *Enable pupils to make connections between aspects of their learning *Encourage pupils to relate their learning to a wider frame of reference-for example asking 'why, how, and where as well as what'	RE	Explore big questions around meaning, purpose and value. Respond to different faith and beliefs. Explore differing understandings of what it means to be a person. Ask their own questions that help to make sense of their lives.
	PSHE	Explore values and beliefs of how we should live together. Develop the ability to reflect on personal and group identity. Consider significance of choices, consequences and responsibilities in their own lives. Reflect on experience and the emotions that arise from experience.
	PE	Pupils are inspired to participate. Pupils develop a positive attitude towards themselves, the pursuit of excellence and team spirit. E.g. sports day, outer school competitions.
	MFL	Opportunities to explore self-understanding and self-expression (personal qualities, likes and dislikes, emotions) through language development.
	Computing	Use in the internet to explore big questions about beliefs, values and emotions. Explore the positive uses of computers and the limitations of logical reasoning.

How teaching promotes SMSC

Provision for the development of **moral values**. Pupils develop and apply an understanding of right and wrong in their school life and life outside school.

Teaching includes	Subject	Evidence
Opportunities to explore the difference between right and wrong and to apply this understanding in their own lives	English	Exploration of literature and media that includes moral principles e.g. The Lorax. Learn structures for arguments and persuasion. Drama techniques help explore moral dilemmas and situations e.g. conscience alley for A Christmas Carol.
	Maths	Understand the concept of fair with regards to fractions and data. Use data collection and analysis to explore moral issues.
	Science	Explore morals in science-the right and wrong uses of science. Provide accurate methodology for completing scientific enquiries.
Opportunities to consider the consequences of	Music	Explore how to represent moral issues in Music. Learn about the meanings behind songs.
	Art/D&T	Explore how to represent moral issues in Art. Learn about the

<p>choices, behaviours and actions</p> <p>Opportunities to investigate and consider reasoned views about moral and ethical issues</p> <p>Reference to the school's values in relation to learning and behaviour</p>		meanings behind different representations of Art.
	History	Consider moral issues from history and that actions have consequences. Consider the events and decisions in history and the impact they have had. E.g. The Romans coming to England.
	Geography	Explore moral issues around the environment such as deforestation, responsibility for the environment and Fair trade.
	RE	Explore different behaviours in religions and belief-systems and respond sensitively to them.
	PSHE	Explore and reflect on the school's Golden Rules and behaviour management system. Understand choices and consequences. Consider moral issues and the different views about them.
	PE	Explore and develop a sense of fair play and the importance of rules. Understand the importance of sportsmanship through inner and outer school competitions.
	MFL	Use moral issues and dilemmas as a way of developing linguistic skills.
	Computing	Use e-safety and technology to consider moral issues and arguments around the use of technologies in different communities.

How teaching promotes SMSC

Provision for the development of **social values**. Pupils take part in a range of activities requiring social skills, develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability, gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training, and develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

Teaching includes	Subject	Evidence
Opportunities to develop a range of social skills in different contexts, including working and socialising with pupils from different	English	Explore literature through group work and discussion, writing activities and debates. Provide opportunities for self and peer assessment. Develop and explore personal values through texts read in class. E.g. The Twits, James and Giant Peach, Shadow
	Maths	Work cooperatively in groups during mathematical tasks and appreciate the contributions of others. Develop problem solving skills and team work through discussion, explanation and

<p>religious, ethnic and social economic backgrounds.</p> <p>Opportunities to work in different groups to solve problems and carry out enquiries</p> <p>Opportunities to explore and learn about the way communities and societies function at a variety of levels.</p>		presenting ideas. Provide opportunities for self and peer assessment. E.g. Maths investigations on a Friday, Number day.
	Science	Explore diversity and bio-diversity through the curriculum. Recognise the need to consider the viewpoints of others in class and those who have made scientific contributions to the world. Discuss and debate different views of science and provide collaborative opportunities when completing scientific enquiry. E.g. debate about Darwin,
	Music	Share in the process of music making to develop a sense of community in classes and across the school. E.g. clubs, singing assembly, music lessons.
	Art/D&T	Develop respect for the ideas and opinions of others. Work collaboratively with other students and outside agencies on art projects. E.g. Cathy and Carina in Year 3, Bow Arts
	History	Learn about different historical structures and the impact they had on communities e.g. the Anglo Saxons. Raise questions about what we might learn from history.
	Geography	Consider changes in the local area over time and how they have affected the community. Explore how different groups relate to each other and how geography can have an impact on relationships. E.g. comparison of two countries England/Australia
	RE	Working collaboratively to explore and discuss sensitive social and moral issues.
	PSHE	Explore social values in our community and relationships. Consider the importance of personal and communal relationships and how we can make these positive in school and in our community. Develop group work skills, attitudes and values.
	PE	Develop cooperation, collaboration, responsibility and teamwork. Opportunities are provide for participation in sporting activities in the community and with other local schools. School teams are developed through school wide and borough wide competitions.
	MFL	Opportunities to explore French in pairs and groups. Opportunities to work alongside others from a different culture.
Computing	Use technology to research social issues. Learn about e-safety. Work in pairs and groups to complete computing tasks e.g. creating an addition game.	

How teaching promotes SMSC

Provision for the development of **cultural values**. Pupils develop an appreciation of theatre, music, art and literature, respond positively to a range of artistic, sporting and other cultural opportunities, understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Teaching includes	Subject	Evidence
<p>Opportunities to explore the wide range of cultural influences that have shaped their own heritage</p> <p>Opportunities to respond to artistic, musical, sporting, mathematical, technological, scientific or cultural experiences, ideas or theories</p> <p>Opportunities to explore, develop understanding of and respect for cultural diversity, different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	English	Explore cultural diversity through texts, language and other media. Use of drama to explore social and cultural issues and diversity. E.g. The village that vanished, Shadow,
	Maths	Exploration of different cultures and their contributions to the numerical system. Explore mathematics applied in different cultures e.g. Rangoli patterns
	Science	Explore scientific issues through visits, studying different scientists, experience scientific enquiry and engage creatively with scientific ideas and concepts.
	Music	Consider how different cultural values are expressed through music. Exposure to music from a variety of cultures. Recognise how music influences and reflects the way people think and feel. E.g. Through cultural week performances, singing assembly.
	Art/D&T	Consider how different cultural values are reflect in art and design. Learn about different artists and designers from a range of cultures e.g. Picasso, Primitive art, jewellery from the Indus valley, Vincent Van Gogh.
	History	Recognise the contributions different cultures made to creating modern Britain e.g. The Romans, Anglo Saxons. Recognise the similarities and differences between cultures over time e.g. Indus Valley.
	Geography	Find out about diverse cultures in relation to both human and physical geography. Reflect upon the culture and beliefs of the geographical area being studied e.g. Africa (year 4), Mayan civilization (year 5), Australia (year 1) Children will see a range of images reflecting culture and diversity both in the UK and beyond.
RE	Use visits to places of worship to explore diverse cultures and faiths. The use of art, music and language to explore beliefs,	

		feelings and experiences within different cultural backgrounds. E.g. Year 1 visit to a Hindu temple, Year 3 visit to a Catholic or Christian church.
	PSHE	Explore issues of diversity, tolerance and shared human values through PSHE lessons. Promote positive images of different groups that combat stereotyping and prejudice.
	PE	Experience dance and games from other cultures. Children have opportunities to experience a range of sports as participants and observers.
	MFL	Explore, learn and discuss the similarities and differences between French, English and the other languages the children speak.
	Computing	Use technologies to explore cultural activities and diversity. Asking questions about the impact of technologies on different cultures.

	Spiritual Pupils are reflective about beliefs, values and more profound aspects of human experience using their imagination and creativity, and developing curiosity in their learning.	Moral Pupils develop and apply an understanding of right and wrong in their school life and life outside school.	Social Pupils take part in a range of activities requiring social skills, develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability, gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training, and develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.	Cultural Pupils develop an appreciation of theatre, music, art and literature, respond positively to a range of artistic, sporting and other cultural opportunities, understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.
Learning and Teaching	Exploratory questions and reflection encourage children to think and deepen their learning. Opportunities for investigation, exploration and open ended tasks	The curriculum uses live moral issues that are relevant and significant to the children so they engage actively in their learning. Children have	Group work, active learning and regular opportunities to learn outside the classroom with different visitors and trips are embedded in the curriculum. Children consider what they learn and how it may help them in their current and future	Children have opportunities to explore what they are learning through a range of cultural contexts and activities. Children consider different

	allow children to raise their own questions about their learning.	opportunities to develop their speaking and listening skills through a wide range of activities, including building coherent arguments.	lives.	groups and why they may be different or what they also hold in common.
Behaviour and Safety	Children take pride in their work, the school and themselves. The school community shares a sense of purpose in moving the school forward. The children respect themselves and others and value their wellbeing and opinions.	Children treat each other and the environment with respect. Children show concern for others both within the school and further afield.	Children engage in after school clubs. Children work and play well together. Playground friends ensure that children are working well together and have someone to play with. There is little bullying at school and children know who to go to for help.	Children are aware of a range of cultural backgrounds in the school, local and national community. The children respond to different backgrounds positively.
Leadership	Collective worship encourages children to reflect on questions of meaning, purpose and identity. Displays reflect and celebrate school values and promote learning and enquiry. Adults model the values and behaviours expected of children.	Collective worship provides opportunities to reflect on values which influence their lives. Displays in classrooms promote responsible and respectful behaviour. Rewards celebrate pupils who exemplify school values around the school.	Collective worship provides our children with opportunities to reflect on relationships. There is a wide range of activities at school which are accessible for all children. The environment supports pupils' wellbeing and learning. Pupil voice and participation are effective on a range of levels.	Collective worship is inclusive of all of our pupils. It reflects the diversity in our school, the local community and wider, global diversity. The school is inclusive and the backgrounds of all of our children are valued by the adults in school.