



Spiritual, Moral, Social and Cultural Development and British Values



SMSC at Oaks Primary Academy: Intended Impact and Evidence

How we encourage children’s Spiritual, Moral, Social and Cultural Development.

At Oaks Primary Academy we place pupil’s Spiritual, Moral, Social and Cultural development at the heart of our work and it underpins all learning, in terms of attitude, social behaviour and personal development as well as academic attainment. Explicit opportunities to develop SMSC are found in our PSHE, Religious Education and Assembly programme, but it is also embedded in all subjects and a very important contribution is made by our Academy ethos and values, which promote positive relationships throughout the Academy.

We hope that our approach to SMSC will have a profound impact on the quality of our relationships, wellbeing and behaviour, as well as enabling our children to contribute positively to the communities to which they belong, in school and beyond. We endeavour to help our children become more confident, independent and responsible people as well as being motivated learners.

The promotion of British Values (Democracy, Rule of Law, Mutual Respect and Tolerance, and Individual Liberty) sits within this wider framework of SMSC development.

Spiritual

<p><i>Pupils are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals</i></p>
<p>Pupils’ spiritual development is shown by their:</p> <ul style="list-style-type: none"> - 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. <p><i>Ofsted Guidelines</i></p>

Evidence	Intended Impact
<ul style="list-style-type: none"> ▪ RE lessons, covering Christianity and major world religions. Interesting and creative activities develop respect for the feelings and values of others. ▪ PSHE activities encourage interest and respect for other people’s views and feelings ▪ Children encouraged to give preferences and opinions, with justification and to be respectful of differences. ▪ Assembly themes cover a range of opportunities for spiritual development. Daily assembly provides a planned opportunity for spiritual development through personal stillness and reflection. ▪ Learning Mentor available for support and discussion time with all who need it. ▪ Creativity in planning to encourage curiosity and interest in learning. Cross curricular topics engage children and stimulate learning. ▪ High level questioning to encourage curiosity and reflection. 	<ul style="list-style-type: none"> ▪ Children show respect for one another and interest in exploring the values and beliefs of others. ▪ Children become more skilled at sitting peacefully and taking part in private reflection. ▪ Children able to deal with negative feelings and are well supported in difficult times. ▪ Children use imagination and creativity in their learning. They show fascination in their learning and experience and express awe and wonder.

<ul style="list-style-type: none"> ▪ Outdoor learning – encourage sense of awe and wonder. ▪ Drama activities used in English lessons encouraging imagination and creativity. ▪ Peer and self-assessment across the curriculum encourages reflection on work. ▪ Home learning ‘Brain Builders’ set to encourage interest in the world around us and gives opportunities to further explore things which interest them. ▪ Fascination in learning about other cultures, through the creative curriculum. ▪ EYFS draw on children’s interests to inform their planning. Investigation is encouraged: children explore answers for themselves and verbalise what they have found out. ▪ Teachers able to react to situations and encourage reflection. ▪ Achievements valued across the school through displays. ▪ Weekly celebration assembly celebrates achievements in a range of areas, both curricular and extracurricular. ▪ ‘This is my Moment’ class assemblies allow an opportunity for children to talk to others about what is important to them. ▪ School Council. 	<ul style="list-style-type: none"> ▪ Children are able to reflect on their feelings and achievements and show the will to achieve. ▪ Children are empathetic, considerate and concerned about each other’s welfare. ▪ Children grow in sense of self-worth and self-confidence, taking pride in their achievements.
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Moral

<p><i>Pupils develop and apply an understanding of right and wrong in their school life and life outside school</i></p>
<p>Pupils’ moral development is shown by their:</p> <ul style="list-style-type: none"> - <i>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</i> - <i>interest in investigating, and offering reasoned views about, moral and ethical issues.</i> <p><i>Ofsted guidelines</i></p>

Evidence	Intended Impact
<ul style="list-style-type: none"> ▪ Positive school ethos where staff and pupils care for one another and display respect for others. Adults model this for children in how we speak and relate to others. ▪ All adults in the Academy model our values: imagination, enthusiasm, compassion, enquiry, ambition, collaboration, pioneering and inspiration. ▪ Good links with parents to support resolving behaviour issues. ▪ Children are encouraged to take responsibility, for example by looking after the environment or showing respect for property. ▪ PSHE curriculum supports investigating and discussing moral and ethical issues, across Year 1- 6 and is applied in cross curricular learning. 	<ul style="list-style-type: none"> ▪ Children demonstrate positive relationships and respect for others. ▪ The children recognise right and wrong ▪ They are able to say whether something is fair or unfair. ▪ Children are aware that all people have rights, but that we also have responsibilities. ▪ Children understand that there are issues where there can be disagreement, and they are able

<ul style="list-style-type: none"> ▪ Discussion of moral and ethical issues as part of work in English, for example commenting on and discussing characters' behaviour in fiction. 	<p>to express their own views and values.</p>
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Social

Pupils take part in a range of activities requiring social skills, including volunteering; 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; develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain

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.

Ofsted guidelines

Evidence	Intended Impact
<ul style="list-style-type: none"> ▪ Pupils develop personal qualities such as honesty, respect for difference, independence, co-operation, respect for others and self-respect. We foster a sense of community with shared values, encouraging children to recognise and respect social differences and similarities. ▪ Frequent opportunities to work with others in a variety of pairings and groupings, in class, across year groups and Key Stages. ▪ A range of after school clubs including Sports clubs (football, netball, basketball, athletics, multi-skills), Choir, Film, Computing, Gardening, Portuguese and Art/Lego clubs. ▪ Charities supported through a wide range of activities, for example Children in Need, Comic Relief, Sport Relief, Macmillan Cancer and St Martin's Church. ▪ Harvest Festival –donations collected and shared with local community, celebrated in a harvest assembly. ▪ A buddy system for new children or staff. ▪ PSHE curriculum develops awareness of and respect for diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability. ▪ Reading books reflect a range of cultures and backgrounds, and challenge negative gender stereotypes. ▪ Annual sports day encourages team work as points are scored for house teams. ▪ Housepoint system encourages teamwork. ▪ Elections held to vote for school council representatives and house captains. 	<ul style="list-style-type: none"> ▪ Children develop their social qualities and interpersonal skills and enjoy successful relationships. ▪ Children who find social interactions more challenging are well supported and make good progress in their social skills. ▪ Children make a positive contribution to our Academy, local and wider communities. ▪ Children are supported through transitions successfully. ▪ Pupils can work well together and resolve minor conflicts. ▪ Children enjoy good relationships with people of different backgrounds to their own. Children can work as part of a team towards a shared goal. ▪ Pupils participate fully in the life of the Academy and make decisions in its future. ▪ Children have the confidence to fulfil a variety of roles, including leadership. ▪ Children understand democratic processes such as secret ballots, voting.

<ul style="list-style-type: none"> ▪ School council representatives from each class meet regularly with staff representatives and report back to their class. ▪ Class Assemblies 'This is my Moment' 	<ul style="list-style-type: none"> ▪ Children can speak clearly and with confidence in different situations.
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Cultural

<p><i>Pupils 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; develop an appreciation of theatre, music, art and literature</i></p>
<p><i>Pupils' cultural development is shown by their:</i></p> <ul style="list-style-type: none"> - <i>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</i> - <i>willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</i> - <i>interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</i> <p><i>Ofsted guidelines</i></p>

Evidence	Intended Impact
<ul style="list-style-type: none"> ▪ All children are encouraged to engage with and contribute to cultural activities through a wide range of opportunities including dance, drama, theatre workshops, visits to theatre performances, music events, a focus on 'The Arts' and many other opportunities. We recognise and nurture particular gifts and talents in these areas. ▪ Children take part in events with other schools. ▪ Children are given opportunities, through PSHE, RE and other areas, to explore their own values, share what they have in common, and celebrate their differences. ▪ Opportunity to explore other cultures and beliefs is built into the Academy's curriculum as well as the use of stories from a range of cultures. ▪ Events representing different faiths and cultures are celebrated to represent our community. ▪ We use display and assembly to reflect different cultures and faiths. ▪ Children learn about the nature and effects of prejudice and racism in an age- appropriate way, through their PSHE learning and assemblies and the culture of the Academy. 	<ul style="list-style-type: none"> ▪ Children are able to appreciate, engage with and respond to a wide range of cultural activities. ▪ Children recognise their own strengths and talents and are appreciate those of their peers. ▪ Children show respect for others and interest in different cultures, faiths and religions. ▪ Children recognise discriminatory behaviour and attitudes and take appropriate steps to counteract this.

Preparing Children for Life in Modern Britain: British Values

From Foundation Stage to Year 6, in the context of SMSC development, we equip children with the skills and knowledge to think for themselves, to challenge and to debate. We provide them with opportunities to gain an understanding of the Academy values and to learn about different cultures and faiths. We give children the space, within a safe environment, to explore ideas, develop a sense of identity and form opinions, whilst appreciating the effect of their opinions and actions on others. We educate children about their rights and also their responsibilities, enabling them to take responsibility for their words and actions.

British Value: Democracy

Evidence	Intended Impact
<ul style="list-style-type: none">▪ All pupils within the school have a voice that is listened to, though class council.▪ School council members are voted for by pupils following democratic processes.▪ School council meets regularly and effects real change within the school.▪ Pupils are provided with the opportunity to learn how to argue and defend points of view.▪ Secret ballot voting systems are regularly used, for example, to select house captains, following presentations of candidate's manifestos.▪ PSHE lessons covering democracy and law.▪ Through social action projects such as the food collection for Harvest Festival, children are encouraged to support the vulnerable in society and use democratic vehicles to bring about change.▪ Children learn about the political process through PSHE lessons.	<ul style="list-style-type: none">▪ Children are able to work cooperatively together in pairs, groups, houses, whole class or year groups.▪ Children understand basic democracy.▪ Children listen and show respect for the views of others, and are able to advocate for their own.▪ Perceived injustice is peacefully restored.▪ Children are empowered to bring about positive change to their school and local communities.▪ Children understand the roles of their political representatives.

British Value: The Rule of Law

Evidence	Intended Impact
<ul style="list-style-type: none">▪ Children understand how rules are there to govern and respect us and know the consequences if rules are broken.▪ Through PE, we learn that fair rules help us to learn and play happily together.▪ Children are taught about the law, and how the law has changed through history to create a fairer society.▪ Children learn about topical and controversial issues relating to justice and the law, through age-appropriate activities and assemblies.	<ul style="list-style-type: none">▪ The children understand that whilst we have rights, we also have responsibilities. They understand the reasons for our Academy rules.

<ul style="list-style-type: none"> ▪ E-Safety learning about right and wrong behaviour on-line, and our e-safety rules, which have been shared with parents and children. ▪ Visits from Police and Firefighters reinforce the idea of laws and the responsibilities we have to keep ourselves and each other safe. 	
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British Value: Individual Liberty

Evidence	Intended Impact
<ul style="list-style-type: none"> ▪ Children are encouraged to know, understand and exercise their rights and personal freedoms safely, whilst showing respect through others. ▪ Children are often able to select the level of challenge which is appropriate for them, in tasks that they undertake. ▪ Lessons across the curriculum provide opportunities for children to make choices, express their opinions, role-play and find creative solutions. ▪ Foundation Stage’s focus on child-led learning is used to inspire child-led learning in other areas of the school. ▪ Pupil voice is strong, and children are consulted in many ways, through school council, pupil questionnaires and SMSC focus groups. 	<ul style="list-style-type: none"> ▪ The children understand that whilst we have rights, we also have responsibilities. They understand the reasons for our school rules. ▪ Children are able to make informed choices and display a high level of independence from Foundation Stage onwards. ▪ Children are consulted on many aspects of school life.

British Value: Mutual Respect and Tolerance of those with different faiths and beliefs

Evidence	Intended Impact
<ul style="list-style-type: none"> ▪ Cohesion is fostered by celebrating the similarities which unite us and the differences which enrich us. We make use of opportunities throughout the curriculum, RE, PSHE and assemblies to reinforce the message of respect and tolerance of others. ▪ Displays, assemblies and RE learning reflect the faiths represented in our community. ▪ Children learn about the nature and effects of prejudice and racism in an age- appropriate manner, through PSHE lessons and other subjects. 	<ul style="list-style-type: none"> ▪ Children show respect for others and interest in different faiths and beliefs. ▪ Children are comfortable with their own multiple identities. ▪ Children are able to recognise prejudice and discrimination and staff have regular safeguarding meetings at which any issues relating to this are discussed.