

SMSC and British values Statement

Rationale

At Itchen Abbas 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.

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, and to be respectful of the environment in which they live and their responsibility towards it.

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. They learn by example and by practising through role-play, story and group activities and through their daily interactions within the school community.

Spiritual development is concerned with the exploration of feelings and emotions, and the development of a set of beliefs, religious or otherwise, which inform a child's perspective on life and develop a sense of individuality and uniqueness, identity and self worth and a set of values and principles to inform patterns of behaviour.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs,

foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

Strategies

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;

Social development

- During playtimes pupils play together in group games and imaginative play using open ended resources to develop problem solving skills, co operation and communication. Adults are there to support, enable and promote safe play.
- The PSHE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Children learn to be effective communicators through taking part in our Friday sharing assemblies, through the presentations they make to parents at the end of a topic, through class assemblies to parents, through the Christmas and end of year productions and through the numerous educational visits and activities they enjoy as part of the their learning journey.
- Our school council actively supports pupil voice to address concerns and implement improvements within our school community.

Moral development

- There is an agreed reward system in place so that all children can be rewarded for their own academic effort and also for their effective learning attitudes. Our team point system encourages good attitudes, and rewards the team rather than just the individual. All adults in

school are able to reward any child for being a good member of the school community.

- Behaviour plans are agreed and implemented to support positive improvements across all aspects of school life.
- 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.

Spiritual development

- The RE 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.
- We use the village church for several assemblies in the year, and we welcome members of the clergy to lead our assemblies through the year.
- Through progressively planned PSHE, 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 within their topic activities.
- Our collective worship themes have been planned alongside the SEAL themes to address a range of themes and events over the course of a year. They offer chances to reflect and to develop the skills needed to explore our thoughts and feelings in relation to others and to our world.

Cultural development

- There are regular celebrations of religious festivals over the year, and many of our planned topics include an exploration of such events including Harvest, Diwali, Christmas, Easter, Chinese New Year.

- Children participate in many artistic, sporting and other cultural opportunities provided by the school and alongside other schools, at sporting events and music festivals for example. Our proximity to Winchester cathedral and our relationship with local schools in our cluster enable pupils to access a range of opportunities.

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.

The curriculum across all age groups offers broad and balanced opportunities to develop;

Democracy so that each member of our school is treated equally and has equal rights.

- Our school council encourages pupil voice and we actively include the ideas and opinions of pupils in our ongoing school improvement.
- Our team point system encourages an understanding of being part of a team and the development of a fair system for rewards.
- Circle time activities encourage all to have an opinion which will be respected.
- Pupils are encouraged to support those in other year groups and share their learning. They also support through caring roles such as lunch helpers and sports leaders during lunch time play.

- Work in Yr 5/6 focuses specifically on understanding the work of local politicians and the role of government and includes a visit to the Houses of Parliament.
- Adults develop very positive relationships with children helping them to feel able to express their feelings.

Rule of Law so that everyone understands that rules matter.

- Our code of conduct is displayed in all classrooms and referred to as necessary so that expectations and boundaries are clear.
- Our rainbow rules, which are an amalgamation of ideas from pupils, staff, governors and parents, are displayed as a focal point in the entrance area and in every classroom.

Individual Liberty so that everyone is supported to feel confident, all are included, and all are aware of their own needs and feel supported to fulfil them.

- Our Learning Values encourage all members of our school to strive for self improvement and to grow as a part of a community. The associated rewards and recognitions through our star charts and certificates, times tables certificates and our golden fish awards support the importance of these learning values.
- Our focus on Growth mindset provides a positive, encouraging and safe learning environment for all, and an attitude to self and others that equips each individual for their future journey through education and the choices that lie ahead.

Mutual Respect and Tolerance so that everyone is able to treat others as they want to be treated, and that this respect extends to possessions and our natural environment.

- Our accepted practice links to the Safeguarding 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 are happy, well cared for and supported to learn the skills they need to live a fulfilling life within their community.
- 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. Shared learning days, workshops, sharing parent skills, social events and celebrations all play a vital part in this.
- Our developing focus on outdoor learning enables all members of the school community to consider ways to develop respect for each other and our environment and the need to work together
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Glossary

PSHE refers to Personal, Social and Health education

SEAL refers to Social and Emotional Aspects of Learning