

Policy for SMSC Development, Values and British Values



1. Introduction

At Grangetown Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- Their own values, feelings and beliefs
- The ability to reflect on their experiences
- Spiritual awareness
- Age-appropriate moral and ethical issues
- Their personal behaviour, and how they interact with and cooperate with others
- An appreciation of their local community, now & historically
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of other cultures - locally, nationally, internationally.

SMSC is a dimension of the whole-school experience which helps to make the curriculum relevant, stimulating, creative and enjoyable. It enriches each subject and the ethos of GPS and is an essential ingredient of the success of the school.

Linked to SMSC is our appreciation of a range of key Values and Personal Qualities which we wish to actively embed within our Curriculum – these include Respect, Tolerance, Honesty and Friendship. Our work in this area is long-standing, and is based on the Values Education work of Neil Hawkes

In response to recent DfE guidelines, we are revisiting the ways in which we teach what the DfE terms 'British Values'. As noted in a [DfE publication of November 2014](#), fundamental British Values are addressed via SMSC: *"through ensuring pupils' SMSC development, schools can also demonstrate that they are actively promoting fundamental British values"* (page 4). This area is well-covered by our existing PSHE work (based on SEAL), our work in SMSC, our RE curriculum, and our 'Values Education' programme, – we are however collectively looking closely at what we do to ensure a focused, cohesive and comprehensive approach.

2. Overall Aims

- To ensure a consistent approach to the teaching of SMSC, Values and British Values throughout the curriculum and the general life of the school.
- To give each pupil 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 individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To give our children an understanding of a number of key values, including what have been termed British Values, and to give the children opportunities to explore the impact of these values within their daily lives.

3. Promoting and Teaching SMSC at Grangetown

“The curriculum promotes pupils’ achievement & spiritual, moral, social & cultural development extremely well. It provides exciting opportunities for pupils that capture their interest.”

Grangetown Ofsted Inspection Report, 2013

- All curriculum areas have a contribution to make to the children’s spiritual, moral, social and cultural development and opportunities for this will be planned for in each area of the curriculum.
- Assemblies make a key contribution to this area of school life
- Our PSHE curriculum is an important part of our approach to SMSC
- Religious Studies has a key role in aspects of our approach to SMSC
- Our international projects, and the way we build an international dimension into our half-termly topics, make an important contribution to SMSC
- Whole school themed days and themed weeks also play a part, including Anti Bullying Week, Stay Healthy, Stay Safe Week, International Week, Spanish Day etc.
- We also celebrate important cultural festivals on a whole school basis, including Chinese New Year, Christmas, Easter, and Diwali. Others are celebrated and taught by specific yeargroups, linked to the RE Curriculum guidelines as set out in SACRE.

3 (i) Spiritual Development

Spiritual development focuses on an individual’s own personal beliefs and values and their resulting behaviours, and their understanding of and appreciation for the beliefs of others. Through spiritual development, children are able to understand and reflect upon their own feelings, experiences and emotions. Spiritual development also encompasses use of imagination and creativity in learning, and a sense of fascination and awe in the wider world. Spiritual awareness includes a willingness and ability to reach out and engage with other people, displaying an interest in their lives and their values/beliefs.

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder - scientific investigations, chemical reactions, new life, the global landscape, the vastness of Space, the beauty of nature, etc
- Empathise and consider the viewpoints of others - debates, drama activities, discussing feelings and empathising with characters in familiar and unfamiliar stories
- Consider how a belief can change people’s lifestyles - R.E, investigating communities and faiths, historical case studies
- Discuss what they think they have achieved and what they need to do to be successful in the future - self assessment, setting goals
- Experience moments of stillness and reflection – whole school and class assemblies
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

3 (ii) Moral Development

Moral development is linked to an understanding of right and wrong, including enabling pupils to develop an appreciation of the consequences of their behaviours and actions. It encompasses the ability to explore moral and ethical issues, and being able to understand and appreciate other points of view.

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class and school rules (Golden Rules, Anti-Bullying Agreement, Home-School Agreement), agreed with children and displayed in the classroom.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Assemblies that discuss moral values and (our 'value words' initiative).
- Activities that enable pupils to give opinions and demonstrate their responses in particular situations: debates, drama, role play, hot-seating, etc.
- Listening and responding appropriately to the views of others: Circle Time, debates, assemblies.
- Opportunities to take initiative and act responsibly, with consideration for others e.g. Buddies.
- Activities & discussion to help the children distinguish between right and wrong: Circle Time etc.

3 (iii) Social Development



Residential visit to
Derwent Hill

Social development involves learners working effectively together and participating successfully in the school community as a whole. Through appropriate social development the children gain the interpersonal skills that allow them to form successful relationships and to become positive members of their class and of the school community (and of other groups they become part of e.g. sports teams, clubs, choir etc). Positive and appropriate social development includes the ability to get along with others (peers, older, younger, girls/boys, ethnically different etc). It enables other points of view to be valued and appreciated, and allows any conflicts to be avoided, and/or quickly diffused. It includes the ability to show tolerance, respect and understanding.

“Pupils are extremely happy in school and are excited by their learning. They attend school regularly and arrive on time. Pupils are eager to get on with their work because of the good relationships and high expectations of staff. They respect one another, work and play extremely well together and are exceptionally polite to adults.”

Grangetown Ofsted Inspection Report, 2013.

At Grangetown, social skills are developed through:

- The PSHE and SEAL Curriculum.
- Modelling of positive social behaviour by all staff.
- Team games at playtimes and lunchtimes, and in PE lessons or at tournaments and festivals.
- Turn taking and team building activities.
- Pair and small group work within the classroom
- Collaborative activities in after school clubs
- Working with others across the local community (local care homes, cluster schools, visits etc).

3 (iv) Cultural Development



Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally, through – for example – art, music, stories, dance, lifestyles, food, - and even via Skype links, etc. It means learning to value cultural diversity.

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools, and the curriculum opportunities this brings
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local & international community – artists, dancers, teachers, writers, musicians.
- Being part of local, national and international fund raising events.
- Studies of a different lifestyles including different food, dress, festivals and places of worship.



Following the earthquake in Nepal, we raised £1400 for our link school, through cake sales (above) a raffle and our Run for Nepal.

4. SMSC – Summing Up what we do at GPS, including examples of activities:

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • SACRE RE curriculum across yrs 1-6 • PSHE/SEAL Curriculum • Father Peter - St Aidan's - regular assemblies in school. • Value Words Assemblies across year • Assemblies are structured throughout year to reflect important events/festivals from other cultures. • All pupils take part in our Harvest Festival. • Christmas productions – KS1 & FS nativity/ KS2 service held at St Aidan's church. • Festivals from other cultures celebrated e.g. Diwali, Chinese New Year • Visits to local churches, mosque, synagogue etc. • Chick Project – EYFS – sense of wonder • Butterfly Project – KS1 – sense of wonder • Visits to local places of beauty – Derwent Hill, Hamsterley Forest – to appreciate nature • ECO Club • Djembe Drumming across school – appreciating other traditions 	<ul style="list-style-type: none"> • PSHE/SEAL Curriculum • Circle Time used to explore issues • Developing skills of listening, cooperation • Value Words Assemblies across year • Golden Rules assemblies & work in class around Code of Conduct • Staff interactions act as powerful role-models • Children take on responsibilities & jobs (monitors) • Positive work ethic encouraged in class and through assemblies • Goal Setting assemblies • Encouraging care for the environment – features in topics, ad via ECO Club • Encouraging care for animals e.g. Chick Project, Butterfly Project • Rainforest Topic • Eco Club • Anti-Bullying Week and workshops across the year • Playground Buddies set example • Harvest festival - supporting Salvation Army. • Selling poppies & assembly about remembrance. • Fire Brigade - safety sessions with Y1 and Y5 pupils. • E Safety Pupils' & Parents' Workshops • Fundraising for Children in Need, Comic Relief, local hospice, Nepal (partner school). • Y5&6 participation in Show Racism the Red Card project. 	<ul style="list-style-type: none"> • PSHE/SEAL Curriculum • Value Words Assemblies • Playground Buddies • Circle Time discussion • School Council / Class Councils • Nurture group – daily. • Lunchtime and after school clubs. • Trips out of school, linked to curriculum • Inter-school sports (via Farra Cluster) • Teaching pupils how to play & work together as part of daily learning activities • KS2 residential visit • Circle Time • Team games & cooperative activities in PE • Show Racism the Red Card workshops • Use of drama & role play in the curriculum to different views, conflict etc • Use of stories featuring social dilemmas • Weekly celebration assembly to reward children for hard work and effort – often features social values • Book Week includes author visits, Book fair, reading buddies initiative • Family learning sessions. • Bikeability sessions for Y5/6 • Sustrans Bike-It events organised (trips out) • Halloween, Easter and Christmas discos. • Summer Fair organised by the Parents group. 	<ul style="list-style-type: none"> • SACRE RE curriculum across yrs 1-6 • Strong programme of dance & drama teaching • Summer & Christmas Shows • Links - China, Nepal & Spain impact on Curric • Celebrating local culture e.g. Lambton Worm • History Curric: Vikings, Saxons, Romans, Greeks, Mayans. • International Week • Chinese New Year • Visitors from partner schools • Spanish teaching across school • Show Racism the Red Card workshops • Strong cultural input into half-termly topics, including visits to local cultural venues • Visiting artists, actors, poets e.g. Chris Connaughton, BigFoot • Spanish Week • Chinese New Year • Book Week/Book Fayre • Djembe Drumming Project • Local History Project • Links with Sunderland Museum • Rainforest Topic • Roman Project and visits to Hadrian's Wall, Segedunum etc • Northern Saints work – via SACRE • All KS2 pupils went to the Sunderland Empire to watch Dance Festival. • Links with Sunderland Uni – e.g. dance workshops • Links with Nissan (yr 6) – visit to study an aspect of Japanese culture. • Engagement with East End Walk Project (local heritage) – yrs 5,6. • BBC Ten Pieces (yr 5) • Yr 3 visited St Peter's Church.

5. Our Value Words and Themes initiative

This is a longstanding project, linked to the Values Education work of Neil Hawkes and others (www.valuesbasededucation.com and www.neilhawkes.org)

We consulted staff on the values they viewed as most important for our children, and we agreed to address each one on a monthly basis, through assemblies and with follow-up work in class.

Our Value Words & Themes are linked to the work we do in PSHE and SEAL.

We have access to a number of publications, to help us formulate engaging activities – more often than not, however, we simply use experiences and scenarios that are linked to day to day life in school, in the local community and in the wider world.

Our Value Words and Themes are:

- Respect and Good Manners
- Doing your Best
- Responsibility
- Friendship
- Honesty / Truthfulness
- Perseverance
- Kindness / generosity
- Cooperation / Working together
- Caring
- Enthusiasm

6. British Values

The DfE has recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”*. The Government set out its definition of British Values in the [2011 Prevent Strategy](#), and these values were reiterated in a [DfE document of November 2014](#).

The Department for Education’s five-part definition of British values is:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

At Grangetown, these British Values are taught through the 4 SMSC areas set out earlier in this document, and via our Sacre, PSHE, and SEAL curriculum. Children will encounter these principles throughout everyday school life. Listed below are some examples of how we promote British values in our school community:

7. Promoting the teaching of British Values at Grangetown.

The next section, on pages 7-9, looks at what British Values look like in practice, in school, taking each of the five Values in turn.

7 (i) Democracy



Grangetown School Council

Pupil Voice is a strong feature of life at Grangetown. Our pupil elected School Council plays an important role in our school. The Council members are elected by their class peers, following an 'election campaign', and are involved across the whole year in making our school a better place.

Through our work on democracy, we aim to show pupils how citizens can influence decision-making through the democratic process. Pupil questionnaires and interviews are also conducted throughout the year, on a variety of issues, and the children enjoy using their 'Suggestion Boxes'. We know that the formation of the School Council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

7 (ii) The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons – namely to protect individuals and ensure well-being and safety - and must be adhered to.

Our SMSC / PSHE work ensures that pupils are taught to distinguish right from wrong, on moral grounds, linked to the agreed codes of conduct within each class and across school. As pupils get older, this in turn is linked to the civil and criminal law of England – for example when years 5 & 6 engage in discussion in their Show Racism the Red Card Workshops, and when KS2 children learn about E-Safety.

This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. We create many opportunities to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community including police and the fire brigade. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

7 (iii) Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. Making the right choices and being responsible for those are important principles at Grangetown, and this is reinforced in every year group.

We encourage children to choose tasks that will challenge them, giving them more freedom to determine their own learning.

We offer a range of clubs which pupils have the freedom to choose from, based on their interests.

We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

7 (iv) Mutual respect

Mutual respect is at the core of our school life. Students learn to treat each other and staff with respect. We emphasise the importance of being caring and considerate at all times.

“Instances of misbehaviour are extremely rare and dealt with consistently well by staff. Pupils showed a good understanding about different types of bullying, including racism, harassment and cyber bullying. Pupils are very clear about the behaviour expected of them as they have been actively involved in developing the school’s procedures.”

Grangetown Ofsted Inspection, 2013

7 (v) Tolerance of those of different faiths and beliefs



Sangeeta Shrestha, Headteacher of our link school in Nepal, pictured during one of her visits to Grangetown.

At Grangetown we offer a culturally rich and diverse curriculum, in which all major religions are studied (SACRE). Our half-termly topics, and themed days/weeks, embed a strong international dimension across our curriculum. The children visit local places of worship, and learn about prominent religious festivals. We have active links with partner schools in Nepal and China. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future, and who can in fact become active, positive and tolerant ‘citizens of the world’.



Several teachers from our Chinese link school – Shuiguohu in Wuhan - have visited Grangetown. Our children have ‘Skyped’ with the children at Shuiguohu!

8. British Values - Summing Up what we do at GPS, including examples of activities:

Democracy	The Rule of Law	Individual Responsibility & Liberty	Mutual respect	Tolerance of those of different faiths and beliefs
<ul style="list-style-type: none"> • School Council – all vote to elect 2 per class – and we use this to explain concept of democracy. • Circle Time – discussion around developing consensus. • Surveys & votes used throughout year – results shared – e.g. should Cherry Pie be back on the menu?...What equipment should we buy for the yard?...hat After School Clubs would you like?... • Pupil Voice via Suggestion Boxes, 'Vox Pop' Video Project • Home-School Agreement. • Talent Show auditions (GGT) • Yr 5 – Greek Project. 	<ul style="list-style-type: none"> • Golden Rules assemblies & in class. • Class Codes of Conduct. • Circle Time • Visits to school of police, road safety, fire brigade • Anti-Bullying Wk. • E Safety Workshops. • Sports Code of Conduct adhered to during events. 	<ul style="list-style-type: none"> • See PSHE, Seal, and 'Social' strand of SMSC. • We encourage ch to develop ability to make choices, form own views, ask questions, within our safe & supportive environment. • Whilst developing independence, we also teach pupils to operate socially, & understand effect of their actions & words on others. • Self-discipline is part of our behaviour policy • Self-registration EYFS, KS1 • Child-initiated curriculum (in part) - EYFS • Homework & Reading Diary • Children can express views & choices: Circle Time, class discussions, sch & class council, assemblies, suggestion boxes, surveys, questionnaires, interviews. • Children have responsibilities, jobs, monitor roles, etc. • Children choose which Clubs they want to join. • Responsibility for wearing uniform. 	<ul style="list-style-type: none"> • See 'Social' strand of SMSC. • Respect is one of our key Values, embedded across sch. • Value words in Assemblies. • PSHE/SEAL Curriculum. • Circle Time • Embedded in how each classroom community operates day to day • Playground Buddy Project • School Council / Class Councils • Teaching pupils how to play & work together as part of daily learning activities • KS2 residential visit • Team games & cooperative activities in PE • Fund Raising for charities. • Choir singing in the community • EYFS singing at local home for elderly. 	<ul style="list-style-type: none"> • See 'Spiritual' and 'Cultural' sections of SMSC, e.g.: • SACRE RE curriculum across yrs 1-6. • PSHE/SEAL Curriculum. • Geog curriculum e.g. India Project. • Father Peter - St Aidan's - regular assemblies in sch. • Assemblies are throughout yr reflect important festivals from other cultures. • Visits to local churches, mosque, synagogue etc. • Djembe Drumming across school. • Links with China, Nepal & Spain • Fundraising for Nepal (after earthquake). • International Week • Chinese New Yr. • Visitors from partner schools e.g. Sangeeta (Nepal), Chinese teachers • Show Racism the Red Card workshops. • Northern Saints work – via SACRE • Links with Nissan – visit to study an aspect of Japanese culture. • Displays around school promote cultural diversity. • Dual lang books in sch library.

Les McAnaney

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