

GPS Policy for SMSC

Including 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 and 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 in helping the children to develop their character, personal qualities, independence and perspectives.

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.

2. Overall Aims

- To ensure a consistent approach to the teaching of SMSC, 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 provision for pupils’ spiritual, moral, social and cultural development is exceptional. The headteacher has a passionate commitment to this work and a cohesive programme aligns key assembly themes to work carried out in class.”

Grangetown Ofsted Inspection Report, 2017

- 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 (Jigsaw) plays an important role in the teaching of SMSC
- Our new Religious Studies curriculum has a key role in aspects of our approach to SMSC
- Our international projects, and the way we build an international dimension into our curriculum have made an important contribution to SMSC across school
- Our wide range of themed days and weeks play an important part of the teaching of SMSC in school. These include; Anti Bullying Week, European Day of Languages, Online Safety Day, Mental Health Week, Hello Yellow Day, Health Week and French Day.
- 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 year groups, linked to the RE Curriculum guidelines. Our curriculum was created using RE today which we also supplemented with Understanding Christianity.

3 (i) Spiritual Development

Spiritual development focuses on an individual’s own personal beliefs and values, 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 the 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 – children are given opportunities to achieve this through scientific investigations, new life (often covered in Y3 with a visit to a farm), the global landscape, the vastness of Space, the beauty of nature, etc.
- Empathise and consider the viewpoints of others – children are given opportunities to take part in debates and drama activities, and to discuss feelings and empathise with characters in familiar and unfamiliar stories.
- Consider how a belief can change people’s lifestyles - R.E, investigating communities and faiths through educational visits and historical case studies.
- Discuss what they think they have achieved and what they need to do to be successful in the future – the children are encouraged to set achievable goals throughout the school year and think about the steps required in achieving their goals.
- Experience moments of stillness and reflection – the children have many opportunities for reflection during assemblies, both class and whole school, and during PSHE lessons.
- 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:

- The school Golden Rules are discussed with the children in assemblies and in class at the beginning of the school year and are displayed in classrooms. Class rules are agreed with children and displayed in each individual classroom.
- We have in place clear and consistent rewards and sanctions that children understand and see as fair.
- Assemblies that discuss Value Words and linked Jigsaw Themes are held throughout the year.
- Activities that enable pupils to give opinions and demonstrate their responses in particular situations: debates, drama, role play, hot-seating, etc.
- Children learn the skills needed to listen and respond appropriately to the views of others through their PSHE lessons and are given opportunities to practice these skills during circle times, debates and assemblies.
- Children are given opportunities to take initiative and act responsibly, with consideration for others e.g. playground buddies.
- Children take part in activities and discussion to help them distinguish between right and wrong.

“The behaviour of pupils is good. Leaders have established ‘golden rules’ for behaviour that promote respect of, and consideration for, others. An assembly on the importance of caring on day one of the inspection reflected the importance the school places on caring for others.”

Grangetown Ofsted Inspection Report, 2017.

3 (iii) Social Development



Residential weekend at Derwent Hill, for Years 5 & 6, March 2022

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, of the school community and of additional groups such as sports teams. Positive and appropriate social development includes the ability to get along with others regardless of their age, gender or ethnicity. 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 towards others.

“The school’s work to promote pupils’ personal development and welfare is outstanding. Clear routines and procedures and the wider curriculum ensure a constant focus on pupils’ welfare. Pupils are happy at school because they feel valued in this highly supportive and positive environment.”

Grangetown Ofsted Inspection Report, 2017.

At Grangetown, social skills are developed through:

- The PSHE Curriculum which follows the Jigsaw scheme of work.
- Modelling of positive social behaviour by all staff.
- Team games at playtimes and lunchtimes, in PE lessons or at tournaments and festivals.
- Turn taking and team building activities. In Years 5 & 6, all children are given the opportunity to visit Derwent Hill, a superb residential setting in which children can further develop team work skills.
- Pair and small group work within the classroom
- Collaborative activities in after school clubs and when classes work together on various projects throughout the year (e.g. class swaps during anti-bullying week and World Book Day).
- Working with others across the local community (local care homes, St Aidan’s Church, our feeder school, visits etc).

3 (iv) Cultural Development



Year 4 at Holy Trinity Church ('1719'), in Sunderland's historic East End 'cultural quarter', examining original artefacts. This visit was part of the Summer 2022 Hidden Stories Project, in collaboration with Sunderland Music Hub and Mish-Mash Productions.

Cultural development enables the children to develop an understanding of their own culture, the cultures of others and to value cultural diversity. Opportunities to develop in this area are given through art projects, music lessons, stories, dance and design technology (food).

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 different lifestyles including different food, dress, festivals and places of worship.
- Visits to many places of worship across the school.

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



Year 1 visited the Dhammakaya Meditation Centre in Hebburn, to learn about Buddhism.

Spiritual	<ul style="list-style-type: none"> • RE curriculum across yrs 1-6 • PSHE/Jigsaw Curriculum • Assemblies across year in order for the children to learn vocabulary linked to the key values which we promote throughout school (e.g. respect, kindness, perseverance etc) • Assemblies are structured throughout year to reflect important events/festivals from other cultures, and also to link with Jigsaw themes. • All pupils take part in our Harvest Festival. • Christmas productions – Early Years and KS1 each perform a nativity for parents and carers. All children attend a carol service which is held at St Aidan’s church. • Festivals from other cultures are celebrated e.g. Diwali, Chinese New Year • Visits to local churches, mosques, synagogues etc in line with units being taught in RE • Chick ‘hatching’ Project – EYFS – sense of wonder • Butterfly Project – KS1 – sense of wonder • Visits to local places of beauty – Derwent Hill, Hamsterley Forest – to allow the children to appreciate nature • Forest Club for children in KS1
Moral	<ul style="list-style-type: none"> • PSHE/Jigsaw Curriculum in place from Nursery – Year 6 • Circle Time used in all classes in order to allow for pupil voice to be heard and for any necessary discussions to be held • Developing listening and cooperation skills • Assemblies across year in order for the children to learn vocabulary linked to the key values which we promote throughout school (e.g. respect, kindness, perseverance etc)

	<ul style="list-style-type: none"> • Golden Rules are displayed in classrooms and are discussed with the children at the start of the year both in class and in assemblies. • All children complete work in class around Code of Conduct • All staff act as positive role-models for children • Children take on responsibilities in class (class monitor jobs) and our Year 6 children take on jobs around school in order to gain a higher sense of responsibility • Positive work ethic encouraged in class and through assemblies and children are given opportunities to win prizes and be rewarded through positive praise for both their work and attendance and punctuality • Goal Setting assemblies at the start of each term where the children share their own goals which they wish to achieve throughout the term • Encouraging care for the environment through respecting property, not littering and taking part in local clean-up operations (Backhouse Park and Hendon Beach) • Encouraging care for animals through projects such as chick hatching and Butterflies. E Years and Y3 have opportunities throughout the year to visit farms and learn about caring for animals. • In Year 4, children learn about the rainforest • Anti-Bullying Week and workshops across the year • Playground Buddies set an example of expected behaviour on the Yard • Harvest festival - supporting Salvation Army • Selling poppies & assembly about remembrance. • Fundraising for Children in Need and local causes (Caring for Craig) • Y5&Y6 participation in Show Racism the Red Card project.
Social	<ul style="list-style-type: none"> • PSHE/Jigsaw Curriculum in place from Nursery – Year 6 • Assemblies across year in order for the children to learn vocabulary linked to the key values which we promote throughout school (e.g. respect, kindness, perseverance etc) • Buddy Benches are in place on KS1 and KS2 yards and our Playground Buddies are trained to know what to do if someone is sitting on one of the benches • Circle Time used in all classes in order to allow for discussions related to friendships and social/anti-social behaviour • 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 to Derwent Hill each year allowing the children to cement existing friendships and form new ones • Team games & cooperative activities in PE lessons and during lunch time sessions with external professionals (e.g. AP Sports) • Show Racism the Red Card workshops • Use of drama & role play in the curriculum to model different views, conflict, etc • Use of stories featuring social dilemmas to model resolution of conflicts • Weekly celebration assembly to reward children for hard work and effort - often features social values as children can be awarded these certificates for their social skills, kindness, etc. A new award is being introduced whereby children can receive awards for model behaviour and good friendship skills shown during lunchtimes. • Family learning sessions are offered where parents can come in and work on a special project with the children in a small group • Bikeability sessions for Years 5 and 6 • Halloween and Valentines discos held where all children in school can socialise with each other and children can spend time with their family members • Summer Fair organised by the Parents group where all children have the opportunity to take part in hosting a stall with their class

Cultural	<ul style="list-style-type: none"> • New RE curriculum in place across yrs 1-6 • Strong programme of dance & drama teaching in school which is delivered by specialist coaches • Summer & Christmas Shows held which parents are invited to attend • Links - China, Nepal & France has a positive impact on our delivery of the curriculum • Celebrating local culture e.g. Lambton Worm • Our History curriculum teaches the children about how people come from different cultural backgrounds and looks at this within different time periods (e.g. The Vikings, Saxons, Romans, Greeks, Mayans). • International Week celebrates cultures all around the world • Chinese New Year is celebrated across school • Visitors from partner school in Nepal • French is taught by a specialist teacher in Years 2-6 • Strong cultural input into our curriculum which sees children going out of school on visits to local cultural venues • Visiting artists, actors, poets e.g. Chris Connaughton, Big Foot, Year 3 visit to Sunderland Museum and Winter Gardens to work with an artist • French Day held in school each year • World book day is celebrated each year and children can access • Local History Project in place for Years 1-6 • Rainforest Topic in Year 4 • Year 6 are taking part in the dance festival at the Sunderland Empire with Y5 and Y6 children invited to watch.
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5. Our Value Words and Assembly Themes initiative

Introducing the children to value words in whole school assemblies is something which we have been doing as a school for many years. Each half term, a new word is looked at, giving the children the opportunity to understand it and discuss why it is important.

In order to introduce these words we use experiences and scenarios that are linked to day to day life in school, in the local community and in the wider world.

Since adopting the Jigsaw PSHE Curriculum in 2020, we have linked the Jigsaw themes with our Value Words, in Assemblies.

Our Value Words and Themes are discussed by staff are chosen collaboratively. They are:

- Respect and Good Manners
- Trying your hardest and showing enthusiasm
- Taking responsibility
- Friendship qualities
- Importance of honesty and truthfulness
- Perseverance
- Kindness and generosity
- Cooperation and working together
- Caring.

6. Ensuring the teaching of British Values at Grangetown

The DfE notes 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”.

To sum up, the DfE’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 in this document, and via our RE and PSHE curriculum. Children will encounter these principles throughout everyday school life. Point 7 demonstrates how we teach British Values at Grangetown.

The next section sets out at what British Values look like in practice, in school, taking each of the five Values in turn.

6 (i) Democracy



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 the rest of their class, following an ‘election campaign’, and are involved across the whole year in making our school a better place. Being a part of the school council allows the children to be involved in making decisions and helping to design our special themed days and weeks.

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 Box’. 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.

6 (ii) The Rule of Law



Reception working with our local Community Police Officers - 'People Who Help Us' – Spring Term 2022.

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 the children learn about Online 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.

6 (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.

6 (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.

“Pupils value the kindness and support of their teachers. They feel that bullying is extremely rare and are confident that adults would address any unacceptable behaviour. Pupils also value the opportunity to use the ‘worry box’ to share any concerns they may have”.

Grangetown Ofsted Inspection, 2017

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



Sangeeta Shrestha, Headteacher of our link school in Nepal, visited Grangetown in November 2012, September 2013 and December 2019. This photo is from December 2019, when she visited with a colleague. These visits, and the curriculum work around them, were part of our well-established link with a primary school in Nepal, funded via The British Council.

At Grangetown we offer a culturally rich and diverse curriculum, in which all major religions are studied through our comprehensive and carefully structured RE curriculum. Our themed days 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 our partner school in Nepal. 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’.

6(vi) British Values- Summing Up what we do at GPS, including examples of activities:

<p>Democracy</p>	<ul style="list-style-type: none"> • School Council – each class votes for two children to represent their class for the year and we use this to explain concept of democracy. • Circle Time – discussion around developing consensus. • Surveys & votes used throughout year and the results of these are shared. results shared. A good example of this in practice is the children getting to vote for which equipment they would like for the yard • Pupil Voice via Suggestion Boxes • Home-School Agreement in place in relation to home learning. • Talent Show auditions for Grangetown’s got Talent which we host every Summer
<p>The Rule of Law</p>	<ul style="list-style-type: none"> • Golden Rules assemblies & in class. • Class Codes of Conduct. • Circle Time • Road safety training sessions from Walk Wise • Activities around anti-Bullying Week. • Online safety sessions for children across school • Sports Code of Conduct adhered to during events
<p>Individual Responsibility & Liberty</p>	<ul style="list-style-type: none"> • See PSHE curriculum • We encourage children 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 used in early years • Child-initiated curriculum (in part) - EYFS
<p>Mutual respect</p>	<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.
<p>Tolerance of those of different faiths and beliefs</p>	<ul style="list-style-type: none"> • See ‘Spiritual’ and ‘Cultural’ sections of SMSC, e.g.: • RE curriculum across yrs 1-6. • PSHE Curriculum taught through the Jigsaw scheme of work. • Assemblies throughout the year reflect important festivals from other cultures. • Visits to local churches, mosque, synagogue, Buddhist Temple etc. • French Day • International day of languages celebrate each year and a video is created displaying the children saying one word in many different languages • Chinese New Year • Visitors from partner schools e.g. Sangeeta (Nepal) • Displays around school promote cultural diversity. • Dual language books available in the school library

- Policy updated by Victoria Stell, PSHE and SMSC Coordinator, in consultation with colleagues, April-May 2022.
- To be shared & discussed with Governors in our June 2022 TLCP Committee (any suggested updates will be incorporated into the Policy)
- Date for Review: April 2023.