



*'We Care, We Share, We Believe, We Achieve'*

## Childeric Primary School - SMSC Policy

### Aims

At Childeric Primary School, the school motto: *We Care, We Share, We Believe, We Achieve* underpins everything we do. We aim to develop life- long learners who take ownership of their learning and responsibility for their actions. Our ethos ensures that everyone within the Childeric community is valued. Everyone is expected to both show respect and be respected.

### Teaching and Learning

SMSC permeates all learning opportunities at Childeric. Although it can be seen most explicitly in RE, PSHCE and lessons involving the Arts, the development of pupils' SMSC is inherent within the school ethos, the relationships between staff and pupils and in the engaging curriculum we offer.

(Appendix 1)

### Definitions

#### Spiritual Development

Pupils are given opportunities to develop spiritually through experiences which enhance:

- awe and wonder
- connection and belonging
- curiosity and mystery
- self-awareness
- reflection

These can occur during any part of the school day e.g. listening to music, story time, assemblies, and school trips.

#### Moral Development

We encourage pupils to become morally aware so that they are more able to:

- distinguish right from wrong
- develop the ability to have an awareness of consequences for their own and others' actions
- have respect for others' needs, interests and feelings as well as their own
- explore their own and others' views and develop an understanding of the need to review and re-assess their values, codes and principles in the light of experience

This is achieved by:

- providing a clear moral code as a basis for behaviour which is consistently applied throughout the school
- promoting racial, religious and other forms of equality
- giving opportunities through the curriculum to explore and develop moral concepts
- providing a safe learning environment in which children feel able to express their views

- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging children to take responsibility for their own actions

### Social Development

We aim to develop socially aware children who are able to:

- adjust to a range of social contexts
- co-operate with others
- resolve conflict
- show respect for people, living things, property and the environment
- understand how societies function and are organised

This is undertaken through

- identifying and promoting key core values on which school life is based
- fostering a sense of community with these common, inclusive values
- providing opportunities for pupils to engage in the democratic process and participate in community life
- providing opportunities for pupils to exercise leadership and responsibility

### Cultural Development

We strive to facilitate children becoming culturally aware and more able to:

- reflect on important questions of meaning and identity
- show an interest in the relationship between civilisation and the environment

This is developed by:

- providing opportunities for children to develop their creative talents both within and beyond the curriculum
- ensuring that children become culturally literate
- encouraging children to reflect and learn about culturally significant events

**For further detail of the specific aspects of school life and how they relate to SMSC please see Appendix 1**

## Appendix 1 – Examples of how SMSC is promoted at Childeric

<b>Spiritual development of pupils</b>	
Pupils are reflective about their own beliefs religious or otherwise that inform their perspective on life and their interest in and respect for different faiths, feelings and values.	assemblies values school motto circle times RE Harvest and Christmas assemblies Link with the Salvation Army
Pupils have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	enrichment afternoons powerful learning trips school journeys broad, balanced and engaging curriculum
Pupils use their imagination and creativity in their learning.	enrichment afternoons music lessons: steel pans, ukulele displays outdoor theatre class assemblies stories wide range of clubs
Pupils have a willingness to reflect on their experiences.	assemblies circle time Time 2 Talk reflection bench powerful learning peer/self- assessment
<b>Moral development of pupils</b>	
Pupils are able to recognise the difference between right and wrong and readily apply this understanding in their own lives and in doing so respect the civil and criminal law of England.	learning mentors circle times PSHCE lessons community police Junior Citizenship
Pupils are able to understand the consequences of their behaviour and actions.	restorative justice approach reflection records assemblies circle time
Pupils show an interest in investigating and offering reasoned views about moral and ethical issues and are able to understand and appreciate the viewpoints of others on these issues.	RE PSHCE current events mock elections classroom debates

## Social development of pupils

Pupils use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds.	<ul style="list-style-type: none"> <li>diverse school curriculum</li> <li>summer festival</li> <li>international evening</li> <li>family discos</li> <li>visiting theatre</li> <li>ice-skating</li> <li>cinema</li> <li>buddy readers</li> <li>school journey</li> <li>participation with borough concerts</li> <li>collaborative sports day</li> </ul>
Pupils show a willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and the ability to resolve conflicts effectively.	<ul style="list-style-type: none"> <li>fund-raising</li> <li>restorative justice</li> <li>buddy readers</li> <li>young interpreters</li> <li>singing at Lewisham shopping centre</li> <li>school journey</li> <li>Y6 fundraising in response to international disaster</li> </ul>
Pupils show acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.	<ul style="list-style-type: none"> <li>values</li> <li>school council</li> <li>circle times</li> <li>ethos</li> <li>visit to the House of Commons</li> <li>Visit to Lewisham mayor</li> <li>Junior Citizenship</li> </ul>

## Cultural development of pupils

Pupils have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	<ul style="list-style-type: none"> <li>thematic curriculum</li> <li>international evening</li> <li>Black History Month</li> <li>RE</li> <li>welcome signs</li> <li>classroom maps</li> <li>pantomime</li> </ul>
Pupils have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	<ul style="list-style-type: none"> <li>RE</li> <li>international evening</li> <li>Black History Month</li> </ul>
Pupils have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.	<ul style="list-style-type: none"> <li>School Council</li> <li>Assembly</li> <li>Mock elections</li> </ul>

<p>Pupils have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	<p>Christmas performances  sports day and collaborative sports day  house teams  Black History Month  Chinese New Year celebration  Harvest  Paint One Picture  Music Showcase  Workshops: African drumming, capoeira</p>
<p>Pupils have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity as shown by their tolerance and attitude towards different religious, ethnic, and socio-economic groups in the local, national and global communities.</p>	<p>ambassadors  young interpreters  fund-raising  all faiths/groups work and play together</p>

Agreed by Governors: November 2020

Review date: September 2021