St Sebastian's C of E Primary School and Nursery

"Love for Others, Learning in Every Step"

(Luke 10: 25-37)

Spiritual, Moral, Social and Cultural (SMSC) Education and promoting fundamental British Values Policy

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1.0 Curriculum Intent- Spiritual, Moral, Social and Cultural Education

1.1 The statutory nature of SMSC (Spiritual, Moral, Social and Cultural development) is outlined in the Education Act 2002, which places a duty on schools to promote the SMSC development of pupils as part of a broad and balanced curriculum. Additionally, Ofsted is required to evaluate SMSC provision as part of every inspection, ensuring it remains a key focus in school self-evaluation and improvement planning.

1.2 At St Sebastian's Church of England Primary School, the spiritual, moral, social and cultural development of our pupils is embedded in everything that we do. Through this policy, we will help pupils to develop their own sense of self, to learn to make up their own minds and be ready to accept responsibility for their actions and the choices that they make. Pupils are encouraged to see themselves as individuals, as well as integral parts of our school community and are encouraged to reflect on each aspect of SMSC in all areas of school life.

1.3 Our vision is Inspired by the parable of the Good Samaritan (Luke 10: 25-37), our school is a family built on love, respect, courage and aspiration. As Jesus said, "Go and do likewise" (Luke 10:37), we are called to live out his example of love and compassion, serving others with kindness and humility. We offer a challenging, broad, and relevant curriculum that empowers all children to do their best and achieve success.

1.4 The Christian foundation of our school is also reflected in our Christian values. We aim to equip our children with the skills they need to make positive choices in everything they do, to grow in character, confidence and understanding, grow in appreciation of who they are and acquire the skills needed to succeed in a changing world.

In order to facilitate and achieve this, we will provide a curriculum that:

- is aspirational in line with the high-expectations we have for all pupils
- develops the potential of each pupil, recognising different needs and skills to provide challenge and support in all areas of learning
- engages and excites and is meaningful and bespoke to our unique surroundings and school facilities
- provides pupils with opportunities to work collaboratively, as well as develop independent skills to problem solve
- stimulates questions and challenges through an enquiry-based approach (to foundation subjects)
- encourages pupils to recognise their responsibility to, and dependence on, others to help them
- prioritises spiritual, moral, social, cultural intellectual and physical development to ensure pupils understand their rights and responsibilities in today's world
- educates our children about tolerance and respect to celebrate others of different faith, race, religion, gender or lifestyle
- provides opportunities at all stages for pupils to reflect on their own experiences, spirituality and well-being in a safe environment

We recognise the importance of both the academic, personal development and wellbeing of every child and staff member in our school. This includes recognising the importance of providing a range

of opportunities for our pupils and staff to experience, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

2.0 Spiritual, Moral, Social and Cultural development (SMSC)

2.1 **Spiritual development** is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of tolerance by exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the Christian vision and values of the school. As a church school we provide opportunities for spiritual development through prayer, Christian worship, reflection time, celebration of Christian and other religious festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth, self-esteem and valuing others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions" have interpret life in their own way
- Providing pupils with space to reflect and consider their own thoughts and feelings, including in our *Space Maker* areas around school
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

2.2 **Moral development** is knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of Respect by exploring moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Understand the importance of positive leadership, including speaking up or seeking support if they see an injustice
- Be compassionate and accepting of others thoughts, feelings, differences and capabilities
- Solve differences of opinion in a constructive way, utilising their knowledge of the Zones of Regulation and how others are feeling alongside their skills to manage these feelings

2.3 **Social development** shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Teaching effective ways of communicating with and listening to others for a positive outcome

2.4 **Cultural development** shows pupils' understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value mutual respect and individual liberty through our culture development offer by exploring, understanding and where possible experiencing the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and traditions of various faiths and cultures
- Weaving global education themes through our curriculum
- Exposing children to a broad and diverse range of cultures and customs

3.0 Teaching and Learning of SMSC at St Sebastian's CE Primary School

3.1 The lead for SMSC is the Head of School and the school staff benefit from support from The Oxford Diocesan Board of Education (ODBE). Advisers work with leaders to agree priorities each year and map out plans for support. The support includes being able to join with others across the Diocese to learn together with a range of continuing professional development opportunities for staff.

As a school, we ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our Collective Worship programme in supporting and encouraging SMSC development
- Providing opportunities for pupils to learn about their own rights
- Planning curriculum and Collective Worship experiences that address social, moral, cultural and spiritual questions throughout the school, which encourage discussion, reflection and questioning
- Inviting in visitors and speakers from the community (e.g. Police, local councillors, foodbank) to share aspects of their work with pupils, in line with the curriculum outcomes of their year group

- Teaching pupils to contemplate their thoughts, beliefs and actions through the Space Makers resource, and our bespoke well-being curriculum opportunities
- Providing a detailed long-term plan covering all aspects of SMSC (within our PSHE curriculum) and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex education. This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- Incorporate trips and experiences to widen the outlook of pupils and raise aspirations
- Encouraging teachers to plan for and respond to opportunities to enhance SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- Ensuring pupils across the school have the opportunity to contribute to all aspects of our school through the roles and responsibilities on offer to them and which encourage them to be participants in a democratic society
- Reviewing the effectiveness and impact of our policy and practice as part of our monitoring and review cycle.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

• Talk about their experiences and feelings
• Express and clarify personal ideas and beliefs
• Speak about difficult events, e.g. bullying and death.
• Share thoughts and feelings with other people by working co-operatively and collaboratively
• Explore relationships with friends, family, and others
• Consider the needs and behaviour of others
• Show empathy and learn how to agree and disagree respectfully
• Develop self-esteem and respect for others
• Develop a sense of belonging
• Develop the skills and attitudes that enable them to develop socially, morally, spiritually, and culturally, e.g., empathy, respect, open-mindedness, sensitivity, critical awareness, etc

4.0 Promoting fundamental British Values

We will take the following actions to promote fundamental British values:

• Purposefully planned curriculum material on the strengths, advantages, and disadvantages of democracy, and how democracy and the law work in Britain compared to other countries
• Teaching pupils a broad and balanced international history, including versions of events from different perspectives
• Representing the cultures of all our pupils within the curriculum and encouraging pupils to contribute to teaching others about their cultures and beliefs
• Teaching a wide range of English and non-English literature, selecting and sharing texts that are diverse in topic, culture, history, author and context.
• Commemorating World War 1 and 2 in meaningfully taught ways

• Demonstrating the historical importance of the Commonwealth
• Ensuring that all pupils have a voice that is listened to
• Demonstrating how democracy works by actively promoting democratic processes, for example, via School Council
• Using general and local elections as opportunities to discuss and learn about democracy and British politics, and provide broad opportunities across the curriculum to learn how to argue and defend points of view

- Sharing our St Sebastian's Behaviour Curriculum designed to teach pupils about the need for rules and how to abide by these for the good of everyone- including promoting and celebrating behaviour, work and effort
- Teaching pupils to learn to understand right and wrong and how their actions impact others. They will be encouraged to value themselves and others.

• Using teaching resources from a wide variety of sources, inviting in faith leaders and celebrating diversity within our community to help pupils learn about and understand a range of faiths
• Using extra-curricular activities to promote fundamental British values

Appendix 1- British Values at St Sebastian's

St Sebastian's Church of England Primary School
British Values Curriculum Summary

At St Sebastian's we teach children to understand the fundamental British values in many different ways, these include:

Democracy-making decisions together

This includes:
Promoting turn-taking, sharing and cooperation
Encouraging children to give opinions, share their views, thoughts and feelings and listen to and value the views of others
Ensuring that children know their views count, because they are listened to
Allowing collaborative thinking and joint decision-making
Providing opportunities for critical thinking and questioning

Teaching and Learning opportunities include:

- History - Ancient Greeks
- RE-Learning about different religions e.g. Christianity, Sikhism, Buddhism, Judaism,
- PHSE - Circle time
- Maths-Problem solving
- Peer marking, next steps discussions, talk partners
- Science- Working Scientifically, questioning, observing
- Children nominate others for the Good Samaritan Cup

Whole school and cross curricular opportunities include:

- Voting for School Parliament representatives
- Visit from the local Member of Parliament
- School Clubs- e.g. Year 6 Club, Collective Worship Ambassadors
- Money Week

Individual Liberty-freedom for all

This includes:
Ensuring children have the space they need to be themselves, to express their individuality and have a positive sense of self
Ensuring children have opportunities to develop their self-knowledge, self-esteem and increase their confidence
Ensuring children reflect on their differences and understand that everyone is free to have their own opinion
Recognising that children have a right to make decisions about and be involved in their own learning and development

Teaching and Learning opportunities include:

- History-Discussions about the importance of democracy
- Encouraging empathy
- Self and peer assessment in lessons
- Sharing assemblies
- Class assemblies/museums
- Class charters
- Opportunities for children to work on their own projects
- Year 6 Buddies for Reception Class children
- Debating

Whole school and cross curricular opportunities include:

- School Parliament
- Internet-Safety Day
- Celebration of Black History Month
- Residential trips- Oak Class – Oakwood, Sycamore Class Ufton Court
- School plays and concerts
- PHSE lessons
- Career's Week
- Money Week

Rule of Law-understanding rules matter

This includes:
Encouraging children to follow established routines
Helping children understand that rules and routines apply to everyone
Helping children distinguish right from wrong
Enable a culture where children understand their behaviour and that of others and its consequences
Helping children set their own appropriate behaviour boundaries and rules

Teaching and Learning Opportunities include:

- Class charters
- Year 6 Charter
- Family points awarded for good work and behaviour
- Circle time discussions about right and wrong, bullying etc.
- RE-Discussions about social morality and parables
- English-Stories/Poetry with morals

Whole school and cross curricular opportunities include:

- Collective Worship led by Head of School and teachers about the importance of rules
- School Vision and Ethos
- Church Assemblies
- Sharing the Behaviour Policy with parents
- School Parliament-participating in whole school decision making
- Internet Safety Day
- School Expected Behaviours

Mutual Respect -treating others with respect

This includes:
Encouraging positive relationships
Celebrating differences and similarities
Teaching children to think of others; to be thoughtful and empathetic
Helping children to manage frustration and resolve conflict
Encouraging kindness
Challenging negative attitudes and stereotypes

Teaching and Learning Opportunities include:

- RE-Learning about and celebrating some aspects of different faiths
- History/Geography-Learning about customs of different continents and countries
- PHSE lessons

Whole school and cross curricular opportunities include:

- Saint Day assemblies
- Remembrance service
- Collective Worship Ambassadors
- Anti-Bullying Ambassadors
- School Clubs
- Black History Month

Tolerance of different faiths and beliefs

This includes:
Ensuring a culture of inclusivity
Recognising and celebrating different faiths, beliefs, customs and celebrations
Celebrating similarities and differences
Teaching children to think of others; to be thoughtful and empathetic
Engaging in a wider community where all views, faiths, cultures and races are valued
Challenging negative attitudes and stereotypes
Actively using resources that reflect a multi-faith and multi-cultural Britain

Teaching and Learning Opportunities include:

- RE-Learning about and celebrating some aspects of different faiths
- History/Geography-Learning about customs of different continents and countries
- History – World War 2
- Visit to mosque in Reading (2023)
- MFL- Native French speaker in Y6 French lessons

Whole school and cross curricular opportunities include:

- MFL lessons learning about French culture
- Saint Day assemblies
- Class library books
- Black History Month

Appendix 2- Personal Development Schema

Personal Development at St Sebastian's Church of England Primary School and Nursery

Community

- Links with church
- Attendance at Remembrance
- Parent workshops
- Support at Little Angels toddler group
- Harvest collection for Food Bank
- Governor engagement
- Wellington College outreach
- ABC to Read volunteers
- PTA support
- St Sebastian's band

Christian Values

- Collective worship
- Pupil Worship Leaders
- Child-led prayers
- Recognition of events in Christian calendar
- Reverand led worship in Church and in school
- Prayer throughout the day
- Training and partnership with the Diocese

Well-Being

- Online Safety
- Zones of Regulation
- Nurture approach
- NSPCC
- Extra-curricular clubs offer
- Space Makers (training in May)
- Foundry support
- TKAT wellbeing festival and events

British Values (separate curriculum map)

- Assemblies
- Mapped through subjects
- On website with curriculum visions
- Pupil parliament
- Diversity in reading books

Safety & Safeguarding (separate curriculum map)

- NSPCC Pantasaurus
- Rigorous and regular safeguarding training
- Link safeguarding governor
- Safety training for children (e.g. sun, river)
- Fire-drills & Lockdown practice
- Trusted adults

Jigsaw PSHE

Being Me in My World	
• Class Charter • Year 6 Charter	• Class trips & experiences • Trusted adults
Celebrating Differences	
• Recognition and celebration of religious events • Black History Month	• Diverse significant individuals in curriculum
Dreams and Goals	
• Class Collective Worships • Careers Day • Clubs	• Productions • Roles and Responsibilities around school • Year 6 Charter
Healthy Me	
• Children's mental health week • Sport's Day • Healthy Snack • Bikeability • Daily Mile • Active Launch	• CoolMilk & Veg • DT curriculum – Foodtech • TKAT sport events • Year 6 club • Lunchtime clubs
Relationships & Changing Me	
• RSE curriculum • Safeguarding curriculum • Anti-bullying ambassadors & week	• Residentials • Transition programs for all years • Nurture approach • Partnership links