



Inspiring All to Excellence



Anker Valley Primary Academy

SMSC Policy

Document Control

Policy Title	SMSC Policy
Effective Date	September 2023
Policy Owner	Anker Valley Primary Academy
Policy Approver	Local Governing Body

Version Control

Version	Date	Amended by	Comments
2	11.07.2023	MH	Added Pupil Governors

Section	Changes Made
Page 7	The addition of Pupil Governors as part of pupil voice

Aims

At Anker Valley Primary Academy, the pupils and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our academy, whether pupil, staff, parent, or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, excellent standards of behaviour, marked by respect and responsibility.

The academy will help pupil to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and understand that their actions that they choose may have consequences. They will grow through decision making and holding to the choices that they have made. They will grow, wanting to be honest with themselves and with others.

Through our vision and core moral purpose pupils will reach the highest standards of achievement and personal success through engaging in a range of learning experiences that foster curiosity and capitalise on their unique talents. Our ethos reflects the values of the Fierté Trust: *We care, we leave no one behind, we celebrate individuality, and we are brave.* As a result, an Anker Valley pupil will stand out as a child who is compassionate, never gives up on others, takes their opportunity and allows others their moment to shine and always aspires to achieve more overcoming obstacles or setbacks. We promote British Values and aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs;
- their own spiritual awareness;
- their own high standards of personal behaviour;
- a positive and caring attitude towards other people;
- an understanding of their social and cultural traditions;
- an appreciation of the diversity and richness of the cultures in the local and wider community to which they belong.

In line with our Equality Policy, we teach the protected characteristics as set out in the Equality Act 2010. We include in the most appropriate parts of the Anker Valley Primary curriculum, as appropriate for the age of pupils,

- a wide range of opportunities to learn about the strengths, advantages, and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government.
- ensuring that all pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by pupils.
- using opportunities such as general or local elections to hold mock elections to promote the fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- enabling pupils to encounter people of different faith backgrounds.
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- considering the role of extra-curricular activity, including any organised directly by pupils, in promoting the fundamental British values

Definitions

For the purposes of this document the following key terms are defined:

Spiritual development is the development of:

- the non-material element of a human being, which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die.
- a sense of identity, self-worth, personal insight, meaning and purpose.
- a pupil's 'spirit.'

Some people may call it the development of a pupil's 'soul;' others the development of 'personality' or 'character.'

Moral development is about:

- the building, by pupils, of a framework of moral values which regulates their personal behaviour.
- the development of pupils' understanding of society's shared and agreed values.
- understanding that there are issues where there is disagreement, and it is also about understanding that society's values change.
- gaining an understanding of the range of views and the reasons for the range.
- developing an opinion about the different views.

Social development is about:

- young people working effectively with each other and participating successfully in the community as a whole.
- the development of the skills and personal qualities necessary for living and working together.
- functioning effectively in a multi-racial, multi-cultural society.
- growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent, or worker in a community.
- the development of the inter-personal skills necessary for successful relationships.

Cultural development is about:

- pupils understanding their own culture and other cultures in their town, region and in the whole country, in Europe and elsewhere in the world.
- understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel, and the internet.
- understanding that cultures are always changing and coping with change.
- promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Fundamental British values

At Anker Valley Primary Academy, we aim 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.

This complies with section 78 of the Education Act 2002. In promoting fundamental British Values, we seek to further tolerance and harmony between different cultural traditions, by enabling students to acquire an appreciation of and respect for their own and other cultures: -

- challenge opinions or behaviours in school that are contrary to fundamental British values; enable students to:
- develop their self-knowledge, self-esteem, and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- acquire a broad general knowledge of and respect for public institutions and services in England.

encourage students to:

- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- respect other people;
- respect democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

This is with the aim that pupils develop:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combating discrimination.

SMSC Across the Curriculum

Development of SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

- All curriculum areas will seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions;
- Time for communal reflection will reflect the aims of SMSC;
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families;

- Pupils will understand the need for rules within school and the wider world and the need to abide by rules for the good of everyone;
- The academy Golden Virtues reflect, reiterate, promote, and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievement;
- The academy community will be a place where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Many curriculum areas provide opportunities for pupils to be encouraged to:

- Listen and talk to each other. Agree and disagree. Talk about personal experiences and feelings. Express and clarify their own ideas and beliefs. Speak about difficult events, e.g., bullying, death;
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different. Appreciate differences of all natures (racial, gender, sexuality);
- Understand how the different parts of society work together to form a whole;
- Understand the value of and the organic nature of culture and identity;
- Share their achievements and successes with others;
- Explore relationships with friends/family/others;
- Consider others' needs and behaviour;
- Work co-operatively and collaboratively;
- Show empathy;
- Develop self-confidence, self-esteem, and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually, and culturally – e.g., empathy, respect, open mindedness, sensitivity, critical awareness.

Practical activities to develop SMSC will include:

- Encouraging teamwork in all group activities, in different groupings and situations;
- Encouraging the children to always behave appropriately;
- Taking responsibility e.g., for their own learning, in school council, as sports leaders;
- Showing appreciation of the performances of other pupils, regardless of ability;
- Meeting people from different cultures and countries;
- Participation in a variety of different educational visits;
- Opportunities for pupils to hear, see and participate in live performance;
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g., festival days, national celebrations, religious themes;
- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops;
- Opportunities to make and evaluate food from other countries;
- Studying influential cultures and the contributions to society that certain famous, historical, and influential people have made.

Links with the wider community

Visitors will be welcomed into the academy:

- Local religious groups, local businesses, and professionals to have discussions with our pupils;
- Parents – helping in school, parent workshops, Inspire sessions;
- Community events e.g., Christmas and Summer Fair;

The academy will also support the work of a variety of charities, local, national, and international (e.g., Simon's Heroes, Macmillan, Comic Relief);

The academy will promote different learning opportunities within and outside of the school – for example through a wide range of trips and sporting competitions.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions, and ideas are valued in all aspects of school life. Pupil Voice will permeate all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school through the school Pupil Governors.

Monitoring and review

The planning and coordination of SMSC will be the responsibility of the SMSC subject leader, who will also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Give the Head of School, Executive Headteacher and Governing Body an annual summary report in which they evaluate the strengths and weaknesses within the subject and indicate areas for further improvement;
- Speak to the children about different elements of SMSC and use this to inform future planning;
- Use specially allocated time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school;
- Ensure evidence of the school's work is accessible on the school's website under the Curriculum tab.

The quality of teaching and learning in SMSC is monitored and evaluated by the Head of School as part of the school's agreed cycle of lesson observations.

Links to Other Policy Documents

- British Values Policy
- PSHE Policy
- Visiting Speakers Policy
- RE (Religious Education) Policy
- SRE Policy
- Curriculum Policy