

Beech Hill School

SMSC Policy



Date: September 2020

Review Date: September 2021

SMSC & British Values Statement of Intent

At Beech Hill Primary School, we believe that the values of our school underpin the social, moral, spiritual and cultural development of all learners. We recognise that the holistic development of pupils plays a significant part in their ability to learn and achieve. Therefore, we take a cross-curricular approach that provides pupils with opportunities to explore and develop SMSC so that they are prepared for life in diverse, modern Britain.

We have clear behaviour and reward systems that promote high standards of personal behaviour and teach children to take responsibility for their own actions. Our school values are rooted in our school code of conduct and our day to day practice to ensure we create a positive, inclusive learning environment. The curriculum also provides children with various opportunities to increase their cultural awareness so that pupils appreciate diversity and richness of other cultures. Our curriculum overviews across school clearly state the SMSC link for each topic.

We aim to actively promote British Values in our curriculum in order that pupils are prepared for the future, encouraging students to develop their own personality and individual path through life. Our core values are respect, appreciation and perseverance, as we feel these values underpin all others. Children are provided with endless opportunities to debate and discuss modern day issues linked to mutual respect, individual liberty, the rule of law and democracy, so that they understand the importance of them and build their inquisitiveness.

Examples of how we embed British Values at Beech Hill School:

Democracy:

Provide pupils with a broad knowledge of, and promote respect for, public institutions and services.
Teach pupils how they can influence decision-making through the democratic process.
Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain.
Teach pupils the history of democracy, such as through the year 5 topic on Ancient Greece.
Encourage pupils to become involved in decision-making processes and ensure they are listened to in school, including holding an election for class councillors who attend regular meetings at which they represent their class.
Help pupils to express their views in a supportive environment across a range of subjects.
Regular pupil questionnaires to acquire feedback regarding school life.

Rule of law:

Ensure school values and expectations are clear and fair.
Behaviour steps are shared with children and adhered to consistently.
Classroom Rights and Responsibilities are linked to our school's core values.
Use of praise and reward to promote positive consequences, including 'Caught Being Good' stickers and Gold Book certificates.
Use of sanctions to encourage pupils to take ownership of their own behaviour – reflection form provided to support with restorative justice.
Help pupils to distinguish right from wrong.
Help pupils to respect the law and the basis on which it is made.
Help pupils to understand that living under the rule of law protects individuals.
Include visits from the police across the year to a range of age groups.

Individual liberty:

Support pupils to develop their self-knowledge, self-esteem and self-confidence.
Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
Challenge stereotypes.
Implement a strong anti-bullying culture.
E-safety lessons throughout school.
Pupils have key roles and responsibilities in school.

Respect and tolerance:

Promote respect for individual differences – respect is a core value of the school.
Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life, particularly through the RE curriculum.

Challenge prejudicial or discriminatory behaviour.

Links and visits are promoted with local faith communities and places of worship.

Learning to disagree in a respectful way.

Develop critical personal thinking skills.

We follow the Calderdale Agreed Syllabus for RE and use Jigsaw teaching resources for PSHE.

Why SMSC is important to us at Beech Hill School:

- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, ability and background
- To ensure that pupils are provided with a developing understanding of SMSC issues through the whole curriculum and the ethos of the school
- To ensure that pupils know what is expected of them and why
- 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

Aims of pupils' spiritual development:

- Sustain their self-esteem in their learning experience
- Support the development of beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- Encourage a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Experience moments of stillness and reflection;
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate their own and others' experiences

Aims of pupils' moral development:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Show respect for the environment
- Recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understand the consequences of their actions
- Investigate, and offer reasoned views about, moral and ethical issues

Aims of pupils' social development:

- Develop an understanding of their individual and group identity
- Help others in the school and wider community
- Work and socialise with pupils from different religious, ethnic and socioeconomic backgrounds
- Cooperate well with others and be able to resolve conflicts effectively

Aims of pupils' cultural development:

- Develop and strengthen the cultural interests of pupils
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Recognise and respect the rights of others to exercise a cultural influence
- Consider the nature and roots of cultural traditions
- Willingly participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Explore and respect cultural diversity and develop the ability to understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Rights Respecting School Award

Beech Hill is successfully working towards renewing our "Rights Respecting School" Award. The fundamental ethos of our school reflects our passion to promote children's rights to empower them to become global citizens. We effectively address the values and principles of the 'United Nations Conventions on the Rights of the Child' (UNCRC) through assemblies, collective worship, classroom activities and any curriculum areas where links can be made. The children took ownership promoting the Rights, creating posters across school to promote the Rights for all. As global citizens, our children learn about the Rights of children in less economically developed countries and have the opportunity to raise the awareness of such issues through fundraising and campaigning projects throughout the year. Paddington's postcards, supporting UNICEF, will be a way by which the children will be further exposed to the world around them and ways in which they can support and help others.

Links with the wider community

Links with the wider community are vital to Beech Hill School. Visitors are welcomed into school where possible, or virtually, for many reasons, from assemblies to excellence and enjoyment days.

Christian and Islamic focused assemblies around our school values continue to develop all aspects of SMSC, as the children are developing a sense of their own religion but also the respect of others.

We are currently working in cooperation with our eco club to create and gather together eco bricks, in preparation for their intended project. Our eco bricks will be used at Humphrey Park Allotments in Streford to create a 'Bee Happy Garden' for a small, intimate, outdoor sensory learning environment for groups of SEND children. Impacting on children from a different locality.

We continue to work closely with care homes throughout the year, providing opportunities to engage with the elderly community within the local area. Our 'hearts for homes' is an up and coming project we are looking forward to, involving six care or rest bite homes, providing hearts including messages or illustrations to those in homes at Christmas. The family challenge has also been updated and now includes a local charitable element (e.g. giving to a food bank) each term.

The continued development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupils of Beech Hill. Seesaw is a key element in supporting the strong links we have with parents and children. It ensures parent's (although restricted within school now) are able to feed into and be a part of events in school, although virtually.

Projects continue to support the young people at Beech Hill to understand their role in a globally interdependent world and to explore strategies by which they can make it more just and sustainable, familiarise our young people with the concepts of interdependence, development, globalisation and sustainability, they enable teachers to move our pupils from a charity mentality to a social justice mentality, stimulate critical thinking about global issues, both at whole school and at pupil level, help

us as a school promote greater awareness of poverty and sustainability and enable us to explore alternative models of development and sustainability in the classroom.

Evidence of SMSC at Beech Hill School

Further date specific evidence for SMSC can be found on our SMSC Tracker, which all teachers contribute to, alongside our RRSA booklet.

<p>Spiritual:</p> <ul style="list-style-type: none"> • Whole school assemblies • RE mornings • Strong school values • PSHE teaching • Working walls • Creative curriculum • Residential trips (pre-Covid) • Gold Book assembly • Visits to places of worship (virtual) • Museum/gallery visits • Self-assessment/peer assessment 	<p>Moral:</p> <ul style="list-style-type: none"> • Rights Respecting School Council • School council elections • Consistent use of our positive behaviour system • Clear and effective behavioural policy • Charity fundraising • Good relationships between staff and children • Good relationships between children • Reward systems within each class as well as whole school reward systems • Displays of British values and school values
<p>Social:</p> <ul style="list-style-type: none"> • Christmas, Easter, Eid events • Parental events during parents' week • School council events • Educational visits • Residential trips • Sports day and other sports competitions • Special visitors in school • Displays of school values 	<p>Cultural:</p> <ul style="list-style-type: none"> • Religious and non-religious educational visits • Public performances • Special visitors in school • Trips to museums and galleries • Creative curriculum – topic, RE, music and art • Displays of school values