



Social, Moral, Spiritual and Cultural Education (SMSC) Policy

This policy meets the statutory requirements for the provision of PSHE and Citizenship, Religious Education (RE) and Collective Worship.

Date approved: June 2015

Date of Next Review: June 2018



Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

General – Principles of SMSC

At Wildmoor Heath School we provide children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards others, an understanding of their social and cultural traditions and an appreciation of the diversity of other cultures.

All curriculum areas make a contribution to a child's SMSC development and opportunities for this will be planned in each unit of work (e.g. through the International Mindedness' aspect of the International Primary Curriculum). A particular emphasis on SMSC, however, is seen in Religious Education (RE), Personal, Social & Health Education (PSHE), Citizenship and Collective Worship.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. The integrity and spirituality of other faith backgrounds will be respected and explored. Children should learn to differentiate between right and wrong and to understand the consequences of their action. They will be encouraged to value themselves and others. Children will begin to understand their rights and responsibilities and the need to respect others.

Everyone connected with the school will be aware of our values and school ethos. SMSC will be consistently approached through the curriculum and the general life of the school.

Our Values

Our values are Respect; Inclusiveness; Achievement; Courage; Caring; Individuality and Determination. Our curriculum and approach to teaching and learning promotes and develops these values so that at Wildmoor Heath we are always **‘REACHING for our BEST’**.

The table below shows our core values and the learning and other behaviours associated with them:

Core Value	Associated behaviour
Respect	<ul style="list-style-type: none"> • We will respect our rights and the rights of others (Respect) • We will respect ourselves, each other, our belongings, the environment and authority • We will be tolerant of others’ opinions and ideas (Respect) • We will earn trust and respect by acting with integrity • We will take pride in our uniform, PE kit and school work
Everyone <i>(Inclusive)</i>	<ul style="list-style-type: none"> • We will cooperate with others and work as a team (Cooperation) • We will work, learn and play together • We will be understanding of differences • We will celebrate the diversity of backgrounds, cultures and religions represented in the school
Achieve your best <i>(Achievement)</i>	<ul style="list-style-type: none"> • We will keep improving by always trying hard (effort) • We will be curious and ask questions (Enquiry) • We will concentrate • We will always be the ‘best we can be’ • We will be ready for the next stage in our education • We reflect on what we have learnt and know the next steps for improvement (Thoughtfulness) • We will enjoy our learning
Courage	<ul style="list-style-type: none"> • We will challenge ourselves and take risks in our learning • We suggest new ideas, roles and strategies; we are at ease in a variety of situations (Adaptability) • We will try new things; We aren’t afraid of getting things wrong – we know that we learn from our mistakes • We know right from wrong and do the right thing even when it is hard (Morality) • We will be honest and tell the truth; We will admit when we are wrong (Morality) • We will make good choices
Helpful & Caring <i>(Caring)</i>	<ul style="list-style-type: none"> • We will tell an adult if someone is being bullied • We will solve conflicts with friends and help others to do so • We will be helpful to others; We will volunteer in and out of school • We will support each other’s learning by being good talking partners • We will consider other people’s feelings before doing and saying things (Morality) • We will be proud of our own and other’s achievements • We are welcoming to visitors

Individuality	<ul style="list-style-type: none"> • We will take opportunities to follow our interests in art, music or sport • We will use our imagination • We will have ambition and aspiration • We will control and express our emotions effectively • We will communicate through our writing, speaking and ICT effectively and responsibly with everyone (Communication) • We are able to make decisions
Never give up (Determination)	<ul style="list-style-type: none"> • We will have a go at things even when they are difficult • We will keep trying and never give up • We will show perseverance and determination (Resilience)
Go for it!	<ul style="list-style-type: none"> • We will try to help ourselves before asking an adult • We will strive to be the best we can be

Objectives

The education the children will experience will be set within a meaningful context appropriate to their age, aptitude and background. Children will have the opportunity to:

Spiritual development

Children will:

- develop and sustain self-esteem;
- develop the early skills of critical thinking and independent thought;
- experience moments of stillness and reflection;
- discuss their feelings and responses to their experiences;
- form and maintain worthwhile friendships;
- begin to be able to reflect upon the wonders and mysteries of life;

Moral development

Children will:

- begin to be able to recognise the uniqueness of each individual;
- listen and respond appropriately to the views of others;
- begin to gain confidence to cope with setbacks and learn from mistakes;
- show consideration of others;
- know right from wrong;
- show respect for the environment;
- show respect for all living things;

Social development

Children will:

- work together in a variety of groups, partners, teams;
- begin to take responsibility e.g. taking registers, School Council, Lunch Bunch;
- engage in team work activities;
- begin to develop a sense of identity and of the groups around them;
- help others in the local community and wider community;

- learn about families and the relationships within;
- consider the needs and behaviour of others;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- learn to understand that we are all different and this should be celebrated;
- learn to agree and disagree;
- experience good role models;
- learn to take turns and share equipment;
- learn to work and play cooperatively and collaboratively;

Cultural development

Children will:

- begin to recognise and value richness of our diverse society have the opportunity to engage in activities which support cultural awareness;
- celebrate the arts from around the world e.g. singing, artwork, dance;
- meet people from different cultures;
- participate in a variety of educational visits and welcome visitors to the school;
- enjoy a range of live performances;
- participate in assemblies to explore a range of themes, festivals, cultures and religions;
- be exposed to songs and literature from different cultures;
- celebrate food from around the world;
- learn about the contributions to society that people famous and not famous have made;
- have many opportunities to engage in extracurricular activities;
- participate in sporting tournaments (e.g. netball, cricket, football, hockey and rugby);
- participate in cultural events (e.g. choir, art festivals);

Links with the wider community

We establish links with other organisations to help develop SMSC and to improve standards:

- close links with the local churches are fostered, particularly with the local Church of England and Baptist churches;
- children engage in charity fund raising events for local and national organisations;
- children have the opportunity to work with older children and young adults from Wellington College and Edgbarrow School;
- the home-school agreement supports the development of effective partnerships with home and school;
- children are taught and encouraged to look after their local environment and be aware of the wider environment and the effect we have on it;
- children will have the opportunity to enter local and national competitions;

Phoenix Award

The Phoenix Award is one of the ways that the school promotes and teaches its core values, promotes a 'growth mindset' ethos and recognises social, moral, spiritual and cultural (SMSC) development. The children are taught our values from the moment they start at our school, whether it is in Nursery or in Reception. There are 7 values, each of which has 4 associated

behaviours. For each of the behaviours there is a continuum of what these behaviours would look like for a Year 1 child, Year 3 child and Year 5 child.

During EYFS and Year 1, the children work towards the BRONZE award, in Year 2 and 3, the SILVER award and in Year 4 and 5, the GOLD award. Children that have achieved the GOLD award at end of Year 5 work toward the PLATINUM award during Year 6. PLATINUM award winners are considered for the Rio Award, which is presented each year to the Year 6 child who has 'made an all-round contribution to the school'.

Monitoring and evaluation

SMSC provision is monitored by the Senior Leadership Team and the School Improvement Committee of the governing body.

Curriculum and planning reviews, work scrutiny, lesson observation and pupil voice interviews are used to collect and evaluate the effectiveness of teaching and learning in respect of SMSC.

APPENDIX 1 PSHE & CITIZENSHIP POLICY

What is PSHE & Citizenship?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, makes the most of their own abilities and those of others. It is very closely linked SMSC education and includes citizenship and our working toward Rights Respecting Schools status.

What is Citizenship education?

There are 3 interrelated strands in the framework:

- Social and moral responsibility
- Community involvement
- Political literacy

These should be taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

What is SEAL?

SEAL is a teaching programme (social and emotional aspects of learning) which will help the children in their personal, social and emotional development. It will bring together work we have been teaching in our PSHE curriculum and each term we will teach a topic across the whole school. These topics will be:

- New Beginnings- Sept/ Oct
- Getting on and Falling out- Nov/ Dec
- Going for Goals - Jan/ Feb
- Good to be Me - Feb/Mar
- Relationships -Apr/ May
- Changes - June/ July

SEAL will help children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

Aims of PSHE and Citizenship Education

Our school values and mission statement reflects what we hope to achieve in PSHE and Citizenship:

- stay as healthy as possible;
- keep themselves and others safe;
- have worthwhile and fulfilling relationships;
- respect the differences between people;

- develop independence and responsibility;
- play an active role as members of a democratic society;
- make the most of their own abilities and those of others;
- behave in a socially and morally acceptable way including towards authority and each other;
- to become involved in the life of their community;
- to know about democracy and how to be an active citizens;
- to know about economic wellbeing;

We want our children to:

- value the achievements they make, and the achievements of others;
- make informed choices about dealing with risks and meeting challenges now and in the future;
- decide on values by which they want to live their lives;

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum Content

Our programme for PSHE and Citizenship encompasses SEAL materials for each year group with planning adapted to meet the needs of the children in those year groups. Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks. In the Foundation Unit, children work towards the Early Learning Goals (ELG) in listening and attention; health and Self-care; self-confidence and awareness; managing feeling and behaviour and making friendships. There will be assemblies each half-term to introduce the SEAL theme and to celebrate achievement.

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These include circle time, role-play, discussion – whole class, small group, 1:1, visitors (e.g. PC, Fire Brigade, School Health Advisor etc.), stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There are weekly timetabled PSHE lessons in KS1 and KS2, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion. The whole school ethos promotes our work in PSHE and Citizenship, as set out in our Mission Statement and home-school agreement. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE and Citizenship curriculum will be linked to our work towards Rights Respecting Schools (RRS) status. All classes use circle time to promote and discuss issues within PSHE and Citizenship, and where appropriate we follow the Quality Circle Time model.

The elected school council is actively involved in promoting PSHE and Citizenship issues, as are Lunch Bunch, Play Leaders and Mediators.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking or writing about their own experiences and in special assemblies celebrating achievement. Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles. The children's achievements will be recognised in line with school policy e.g. Star of the Week certificates and the Phoenix Award.

Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the appropriate curriculum team on a termly basis.

A written report on the standards and quality of teaching in PSHE is produced annually and regular reports are given to the School Improvement Committee (SIC).

Equal Opportunities

All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Parental and Community Involvement

Parents are invited to join in events in school, including class assemblies and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter. Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Aspects of it are included in our home – school agreement.

APPENDIX 2

Religious Education (RE) Policy

The Legal Position

The school, in accordance with the 1996 Education Act, provides Religious Education for all pupils registered at the school. Religious education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, Religious Education is taught in accordance with a locally agreed syllabus in our case, the Pan-Berkshire Syllabus 2011-17. It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Aims

Religious education aims to help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues;
- enhance their spiritual, moral, social and cultural development;
 - develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions (summarised from the Locally Agreed Syllabus for Religious Education);

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, in accordance with the locally agreed syllabus, our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

Planning and Delivery

The planning, teaching and learning and assessment of RE should be informed by the eight level scale of attainment descriptors (included in the Agreed Syllabus) taken from 'The non-statutory national framework for Religious Education' published by QCA in 2004.

Questions form the heart of the Agreed Syllabus to highlight that RE is an exploration and enquiry which can give rise to diverse answers and beliefs.

The religious education curriculum is based on two attainment targets laid down in the Agreed Syllabus:

- Learning about religion
- Learning from religion

We use the 'Discovery Pan-Berkshire' Scheme of Work to support the planning of RE at Wildmoor Heath School.

Foundation Stage

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. The guidance given in the Agreed Syllabus is to help the teacher find ways of helping children to develop spiritually, morally, socially and culturally within the six areas of learning and make provision for children to learn about beliefs and cultures. RE can make an active contribution to:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

Key Stage 1

During this key stage pupils should engage with the following key questions:

- What do people believe about God, people and the natural world?
- How and why are some stories and books sacred and important in religion?
- Why am I special?
- What does it mean to belong?
- What can people learn from religious leaders and teachers?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

Pupils' answers to these questions will draw on Christianity and Judaism and other religions as appropriate.

Key Stage 2

During this key stage pupils should engage with the following key questions:

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?
- Why and how are people influenced and inspired by others?
- What is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- How do people's beliefs about life after death influence the way they live?
- How and why are religious and spiritual ideas expressed and in the ways they are?

Pupils' answers to these questions will draw on Christianity, Hinduism and Sikhism and other religions as appropriate.

Pupils will be given opportunities to develop the skills and attitudes required by the Agreed Syllabus:

Skills	Attitudes
Communication	Commitment
Application of number	Fairness
Computing	Respect
Collaboration	Self-understanding
Improving own learning and performance	Enquiry
Problem solving	Open mindedness
Thinking	
creativity	

Teaching, Learning and Achievement

In the teaching and learning of religious education a variety of resources, styles, and techniques will be used as appropriate. Students will engage in activities which will also enable teachers to assess what they have learnt. The children are actively encouraged to assess their own learning and progress (Assessment for Learning).

At our school we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Role of Assemblies

It is a statutory requirement for the children to gather for a daily act of collective worship. Daily, weekly and termly assemblies provide opportunity to observe examples of work, share individual successes and aid the children's spiritual, moral, personal and social development although this is not part of teaching and learning in Religious Education.

Withdrawal from RE lessons

Parents may withdraw their children from all or any part of Religious Education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of Religious Education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect.

Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the appropriate curriculum team on a termly basis.

A written report on the standards and quality of teaching in RE is produced annually and regular reports are given to the School Improvement Committee (SIC).

APPENDIX 3

Collective Worship Policy

Statutory Duty of School

The law requires all pupils and staff to participate in a daily act of collective worship that is broadly Christian in character and that is appropriate to the age, aptitude and family background of all the pupils. The law does not stipulate time, place, grouping or denomination (nor does it use the word assembly, which is not 'automatically' an act of worship).

Aims

The aim of the collective worship policy is to provide the opportunity for pupils to:

- worship and reflect on religious values ;
- reflect on values that are of a broadly Christian nature and on their own beliefs;
- develop a community spirit, a common ethos and shared values;
- consider spiritual and moral issues;
- respond to the worship offered;

Delivery

We should engage, every day, in a meaningful act of worship. At Wildmoor Heath our assembly / collective act of worship timetable is typically as follows:

Monday	Whole school Assembly (HT or DHT)
Tuesday	Whole school 'Singing' Assembly (SLT)
Wednesday	KS1 & KS2 Showing Assembly
Thursday	Class or Phase Assembly
Friday	Whole school Assembly (HT) or Class Assembly

We also have regular visits from local religious leaders, who sometimes lead the worship in our school.

Good Practice in Collective Worship

- Make sure you know the range of pupils. They need to be engaged and involved;
- Develop a theme. Ensure the purpose is clear to everyone present;
- The worship should clarify and reaffirm the school's values. It should offer everyone present something to think about;
- Think how the worship will contribute to the spiritual development of individuals.
- Use artefacts, visual aids, aural aids etc;
- Give an opportunity for stillness and prayer (or reflection);
- Invite children to pray and sing – respect everyone's beliefs and cultures;
- It should be an important part of the day;
- Select appropriate music;

Withdrawal

Parents have the right to withdraw their children from collective worship if it is at odds with their personal beliefs. Staff members also have the right to withdraw from collective worship if it is at odds with their personal beliefs, but ask them to consider the message this act would give to the children.