



Langley Park

Primary Academy

**Spiritual, Moral, Social and Cultural
Development and British Values**

SMSC at Langley Park Primary Academy: Intended Impact and Evidence

How we encourage children's Spiritual, Moral, Social and Cultural Development.

At Langley Park Primary Academy we place pupil's Spiritual, Moral, Social and Cultural development at the heart of our work and it underpins all learning, in terms of attitude, social behaviour and personal development as well as academic attainment. Explicit opportunities to develop SMSC are found in our GoGivers (PSHE), Religious Education and Assembly programme, but it is also embedded in all subjects and a very important contribution is made by our school ethos and values, which promote positive relationships throughout the school.

We hope that our approach to SMSC will have a profound impact on the quality of our relationships, wellbeing and behaviour, as well as enabling our children to contribute positively to the communities to which they belong, in school and beyond. We endeavour to help our children become more confident, independent and responsible people as well as being motivated learners.

The promotion of British Values (Democracy, Rule of Law, Mutual Respect and Tolerance, and Individual Liberty) sits within this wider framework of SMSC development.

Spiritual

Pupils are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Ofsted Guidelines

Evidence	Intended Impact
<ul style="list-style-type: none"> ● RE lessons following the Kent Agreed Syllabus, covering Christianity and major world religions. Interesting and creative activities develop respect for the feelings and values of others. ● Circle time activities encourage interest and respect for other people's views and feelings ● Children encouraged to give preferences and opinions, with justification and to be respectful of differences. ● Assembly themes linked to a 7 year cycle, to cover a range of opportunities for spiritual development. Daily assembly provides a planned opportunity for spiritual development through personal stillness and reflection. 	<p>Children show respect for one another and interest in exploring the values and beliefs of others.</p> <p>Children become more skilled at sitting peacefully and taking part in private reflection.</p> <p>Children able to deal with negative</p>

- Worry boxes available in classrooms (KS2) or Bubble time (KS1) to discuss worries or concerns
- FLO available for support and discussion time with all who need it
- Creativity in planning to encourage curiosity and interest in learning
- Outdoor learning – encourage sense of awe and wonder, including Forest Schools (once staff are trained and grounds are ready for use).
- Drama activities used in English lessons and drama workshops from local drama clubs, for KS1, encouraging imagination and creativity. (Staff member is a drama specialist).
- Peer and self-assessment across the curriculum encourages reflection on work. Cross curricular topics engage children and stimulate learning.
- Home learning projects set in various year groups to encourage interest in the world around us and element of choice in 'home learning banks' gives opportunities to further explore things which interest them.
- Fascination in learning about other cultures, through the creative curriculum.
- EYFS draw on children's interests to inform their planning.
- Investigation is encouraged: children explore answers for themselves and verbalise what they have found out. High level questioning to encourage curiosity and reflection.
- Marking, feedback and use of peer and self- assessment encourages reflection on learning.
- Teachers able to react to situations and encourage reflection. Behaviour chart to include a discussion about consequences.
- Focus on making the right choices in behaviour, learning and play, and encouraging respect for other people's feelings, reflecting on choices made.
- Use of role play techniques to encourage consideration of other points of view, eg hot seating, conscience alley, in subjects including English, RE, History, PSHE.
- EYFS 'Shining Stars' display celebrates and values children's achievements at home.
- Achievements valued across the school through displays such as Mrs Fidock's Pride Wall, the WAGOLL (What a good one looks like) display boards, Writer of the Month.
- Weekly celebration assembly celebrates achievements in a range of areas, both curricular and extracurricular.
- Show and tell/Teacher of the Week/ Share Chair: opportunities for children to talk to others about what is important to them.
- Art gallery display celebrates creativity.

feelings and are well supported in difficult times.

Children use imagination and creativity in their learning. They show fascination in their learning and experience and express awe and wonder.

Children are able to reflect on their feelings and achievements and show the will to achieve.

Children are empathetic, considerate and concerned about each other's welfare.

Children grow in sense of self- worth and self-confidence, taking pride in their achievements.

Moral

Pupils develop and apply an understanding of right and wrong in their school life and life outside school

Pupils' moral development is shown by their:

- *ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives*
- *understanding of the consequences of their actions*
- *interest in investigating, and offering reasoned views about, moral and ethical issues.*

Ofsted guidelines

Evidence	Intended Impact
<ul style="list-style-type: none"> ● We foster a positive school ethos where staff and pupils care for one another and display respect for others. Adults model this for children in how we speak and relate to others. ● Respect Awards presented weekly in our Trophy assembly; promoting and celebrating respect and kindness to others. ● All adults in school model our values of respect, fairness, integrity and honesty. ● Good behaviour is praised and celebrated. ● School wide behaviour chart system gives children responsibility for their own behaviour choices, rewarding positive behaviour as well as sanctioning poor behaviour. Children can explain how their in-class system works and can suggest how they can 'make better choices' in their behaviour when necessary. Foundation Stage use a 'thinking chair' to develop understanding of consequence of poor behaviour. ● Good links with parents to support resolving behaviour issues – letters are sent home to parents as well as discussion between teacher and parents. ● Class rules agreed and shared in each class at the start of the year and displayed prominently. ● Foundation Stage write and share 'high five' rules for behaviour. Peer mediators scheme promotes understanding of the consequences of actions in playground disagreements. ● Clear playground rules understood by children, who can explain why the rules are in place (to keep us safe and happy.) ● FLO used support moral development, understanding of consequences and ability to make the right choices. ● Children are encouraged to take responsibility, for example by looking after the environment or showing respect for property. ● GoGivers curriculum supports investigating and discussing moral and ethical issues, across Year 1- 6. ● Discussion of moral and ethical issues as part of work in English, for example commenting on and discussing characters' behaviour in fiction. 	<p>Children demonstrate good relationships and respect for others.</p> <p>The children recognise right and wrong and apply this understanding.</p> <p>They are able to say whether something is fair or unfair.</p> <p>Children are aware that all people have rights, but that we also have responsibilities.</p> <p>Children understand that there are issues where there can be disagreement, and they are able to express their own views and values.</p>

Social

*Pupils take part in a range of activities requiring social skills, including volunteering;
develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability;
gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education;
develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain*

Pupils' social development is shown by their:

- *use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds*
- *willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively*
- *interest in, and understanding of, the way communities and societies function at a variety of levels.*

Evidence	Intended Impact
<ul style="list-style-type: none"> ● In our school we help pupils develop personal qualities such as honesty, respect for difference, independence, co-operation, respect for others and self-respect. ● We foster a sense of community with shared values, encouraging children to recognise and respect social differences and similarities. ● Frequent opportunities to work with others in a variety of pairings and groupings, in class, across year groups and Key Stages. ● Daily Enrichment lessons for all encourage social skills in an extra-curricular setting. ● A range of after school clubs including Dance, Choir, Band and Art clubs. ● The Haven club at lunchtimes – a calm environment to support those who need extra help developing social skills. ● Lego Therapy intervention run to develop social skills and turn taking. ● Charities supported through a wide range of activities, for example Children in Need and Go Givers Make a Difference challenge. ● Harvest Festival –donations collected and shared with local community, celebrated in a harvest assembly. ● A buddy system for new children or staff. ● Playground buddies in KS1 and 2 to support children who are lonely at playtime. ● GoGivers curriculum develops awareness of and respect for diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability. 	<p>Our children are developing their social qualities and interpersonal skills and enjoy successful relationships.</p> <p>Children who find social interactions more challenging are well supported and make good progress in their social skills.</p> <p>Children make a positive contribution to our school, local and wider communities.</p> <p>All members of the school are supported through transitions successfully. Pupils can work well together and resolve minor conflicts.</p> <p>Children enjoy good relationships with people of different backgrounds to their own. Children can work as part of a team towards a shared goal.</p> <p>Pupils participate fully in the life of the school and make decisions in its future.</p>

<ul style="list-style-type: none"> ● Reading books reflect a range of cultures and backgrounds, and challenge negative gender stereotypes. ● Annual sports day encourages team work as points are scored for house teams. ● Parents invited in to talk about their home life, religion or culture, for example Diwali in FS. ● Housepoint system encourages teamwork. ● School council representatives from each class meet regularly with staff representatives and report back to their class. ● Elections held to vote for school council representatives and house captains. ● Circle time 	<p>Children have the confidence to fulfil a variety of roles, including leadership.</p> <p>Children understand democratic processes such as secret ballots.</p> <p>Children can speak clearly and with confidence in different situations.</p>
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Cultural

<p><i>Pupils respond positively to a range of artistic, sporting and other cultural opportunities; understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life; develop an appreciation of theatre, music, art and literature</i></p>
<p><i>Pupils' cultural development is shown by their:</i></p> <ul style="list-style-type: none"> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage - willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities - interest in exploring, understanding of, and respect for cultural diversity and the extent to which they 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.

Evidence	Intended Impact
<ul style="list-style-type: none"> ● All children are encouraged to engage with and contribute to cultural activities through a wide range of opportunities including dance, drama, theatre workshops, visits to theatre performances, music events, a focus on 'The Arts' and many other opportunities. We recognise and nurture particular gifts and talents in these areas. ● Children take part in events with other schools. ● Children are given opportunities, through PSHE, RE and other areas, to explore their own values, share what they have in common, and celebrate their differences. ● Opportunity to explore other cultures and beliefs is built into the school's curriculum, including through RE and Geography, as well as the use of stories from a range of 	<p>The children are able to appreciate, engage with and respond to a wide range of cultural activities.</p> <p>The children recognise their own strengths and talents and are appreciate those of their peers.</p> <p>Children show respect for others and interest in different cultures, faiths and religions.</p>

<p>cultures in English.</p> <ul style="list-style-type: none"> ● Events such as Diwali Day and a focus on Christmas and Eid help us to celebrate different faiths represented in our community. ● We use display and assembly to reflect different cultures and faiths. ● Children learn about the nature and effects of prejudice and racism in an age- appropriate way, through their GoGivers learning and assemblies. 	<p>Children recognise discriminatory behaviour and attitudes and take appropriate steps to counteract this.</p>
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Preparing Children for Life in Modern Britain: British Values

From Foundation Stage to year 6, in the context of SMSC development, we equip children with the skills and knowledge to think for themselves, to challenge and to debate. We provide them with opportunities to gain an understanding of the values we share and to learn about different cultures and faiths. We give children the space, within a safe environment, to explore ideas, develop a sense of identity and form opinions, whilst appreciating the effect of their opinions and actions on others. We educate children about their rights and also their responsibilities, enabling them to take responsibility for their words and actions. We are working towards the Rights Respecting Schools Award.

British Value: Democracy

Evidence	Intended Impact
<ul style="list-style-type: none"> ● All pupils within the school have a voice that is listened to, though class council. ● Use of democratic processes: school council whose members are voted for by the pupils. ● School council meets regularly and effects real change within the school. ● We provide pupils with the opportunity to learn how to argue and defend points of view through Power of Reading scheme which includes debates, and Go Givers PSHE ● Secret ballot voting systems are regularly used, for example, to select house captains, following presentations of candidates manifestos. ● GoGivers lessons covering democracy and law. ● Restorative approaches are used to resolve personal conflicts, for example, through peer mediation. ● Through social action projects such as the food collection for Harvest Festival, children are encouraged to support the vulnerable in society and use democratic vehicles to bring about change. ● Classes learn about the political process through GoGivers lessons. 	<p>Children are able to work cooperatively together in pairs, groups, houses, whole class or year groups.</p> <p>Children understand basic democracy.</p> <p>They listen and show respect for the views of others, and are able to advocate for their own.</p> <p>Perceived injustice is peacefully restored.</p> <p>Children are empowered to bring about positive change to their school and local communities.</p> <p>Children understand the roles of their political representatives.</p>

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British Value: The Rule of Law

Evidence	Intended Impact
<ul style="list-style-type: none"> ● Children learn the value and reasons for rules – each class has their own Class Charter, agreed by the children. ● A school wide behaviour policy is followed by staff, with a 5 step behaviour reward chart. ● Children understand how rules are there to govern and respect us and know the consequences if rules are broken. ● Through PE, we learn that fair rules help us to learn and play happily together. ● GoGivers lessons teach about the law, and how the law has changed through history to create a fairer society. ● Children learn about topical and controversial issues relating to justice and the law, through age-appropriate activities and assemblies. ● E-Safety learning about right and wrong behaviour on-line, and our e-safety rules, which have been shared with parents and children. ● Visits from Police and Firefighters reinforce the idea of laws and the responsibilities we have to keep ourselves and each other safe. 	<p>The children understand that whilst we have rights, we also have responsibilities. They understand the reasons for our school rules.</p>

British Value: Individual Liberty

Evidence	Intended Impact
<ul style="list-style-type: none"> ● Our children are encouraged to know, understand and exercise their rights and personal freedoms safely, whilst showing respect through others. ● Children are often able to select the level of challenge which is appropriate for them, in tasks that they undertake. ● Lessons across the curriculum provide opportunities for children to make choices, express their opinions, role-play and find creative solutions. ● Foundation Stage’s focus on child-led learning is used to inspire child-led learning in other areas of the school. ● Pupil voice is strong, and children are consulted in many ways, through school council, pupil questionnaires and SMSC focus groups. 	<p>The children understand that whilst we have rights, we also have responsibilities. They understand the reasons for our school rules.</p> <p>Children are able to make informed choices and display a high level of independence from Foundation Stage onwards.</p> <p>Children are consulted on many aspects of school life.</p>

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British Value: Mutual Respect and Tolerance of those with different faiths and beliefs

Evidence	Intended Impact
<ul style="list-style-type: none"> ● We foster cohesion by celebrating the similarities which unite us and the differences which enrich us. We make use of opportunities throughout the curriculum, RE, PSHE and assemblies to reinforce the message of respect and tolerance of others. ● Displays, assemblies and RE learning reflect the faiths represented in our community. ● Children learn about the nature and effects of prejudice and racism in an age- appropriate manner, through GoGivers and other subjects. 	<p>Children show respect for others and interest in different faiths and beliefs.</p> <p>Children are comfortable with their own multiple identities.</p> <p>Children are able to recognise prejudice and discrimination and staff have regular safeguarding meetings at which any issues relating to this are discussed.</p>