

Spiritual, Moral, Social, Cultural (SMSC) Education at Tudor

TUDOR PRIMARY SCHOOL

Summer 2021

Authored by: Maxine Smith

SMSC education at Tudor Primary School aims to be:

Thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.

Purpose

At Tudor Primary School we recognise that the personal development of pupils: spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore provide pupils with opportunities to explore and develop their own: values and beliefs; spiritual awareness; high standards of personal behaviour; a positive, caring attitude towards other people; an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world. By actively promoting these values, we will challenge opinions or behaviours in school that are contrary to fundamental British values.

High quality learning opportunities at Tudor are driven by our own bespoke thematic curriculum that has been formulated by the Tudor teaching team. Whilst the curriculum ensures that all key parts of the National Curriculum are presented in an engaging and stimulating way, the promotion of SMSC development is intrinsic to what we offer the children. From thematic titles such as 'Is it right to fight?' to the importance of fair trade and the impact we have as citizens in the world within our thematic curriculum as a whole, the children are able to recognise their role within a world community as well as members of Tudor Primary School.

General Aims

- To ensure that all children have a voice, that is listened to via the democratic process of our School Council – our 'Tudor Owls'.
- To ensure that everyone connected with the school is aware of our aims, values and ethos
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- 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 enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Develop their emotional literacy and enable them to express their feelings and respect and value others
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Explore the surrounding world using imagination and creativity

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks, learn from mistakes, and understand consequences
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong and to respect school rules and the law
- Investigate moral and ethical issues
- Show respect for the environment
- Make informed, independent and reasoned judgments
- Value individual liberty

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Learn their part in the school and wider community
- Begin to understand social justice and a concern for the disadvantaged
- Understand their responsibility to influence decision-making in the communities they belong to, including respect for democracy and participating in the democratic process
- Develop effective social skills
- Use social skills in different contexts
- Work well with others
- Learn to co-operate and to resolve conflicts with increasing independence
- Know that rules and laws protect us and are essential for our well-being and safety
- Learn how to argue constructively and defend their point of view

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain
- Participate in cultural opportunities
- Recognise and develop an understanding of world-wide faiths, traditions and cultures and their contribution to our society
- Understand, accept, respect, be tolerant of and celebrate diversity and know that it should not be the cause of any prejudice or discrimination
- Develop an understanding of their social and cultural environment

How will we do this?

Teaching and Organisation

Development in SMSC will take place in R.E., Art, Music, P.E., P.S.H.E. and 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 should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

At Tudor Primary School it is our aim to raise these standards by promoting a school ethos that is underpinned by core values. These values support the development of the whole child as a

reflective learner within a calm, caring, happy and purposeful atmosphere. At Tudor, we give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning.

Links with the Wider Community

- Visitors are welcomed into school
- Links with religious communities in our local area are sought.
- The 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 pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- Via our Family Learning Room, Children's Centre and Family Support Worker
- Through extra-curricular opportunities
- Through links with our local Secondary Schools and University of Hertfordshire
- Through working in partnership with FOTS (Friends of Tudor School) to provide a link that is effective, engaging and all-inclusive
- Through links with local charities such as DENs Food Bank and our chosen school charity

Promotion of fundamental British Values:

Preparing children for life in modern Britain

The DfE has reinforced the need to 'create and enforce a clear and rigorous expectation on all schools 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.'

At Tudor Primary School we promote these values through our broad and balanced curriculum and through a wide range of extra-curricular or enrichment activities which, we believe, support the development of the 'whole child'.

Democracy

Pupils at Tudor are encouraged to voice their opinions and contribute their ideas on the life of the school. Our school council, the Tudor Owls, is democratically elected at the start of each year. It is made up of 2 pupils from each class who gather ideas from their peers and shares them with the council. They meet regularly to discuss a variety of school issues, new initiatives and ways to improve the school plus surrounding community. Pupils are encouraged to voice their attitudes to learning in all subjects as part of the termly self-evaluation cycle of the school and by subject leaders focusing on school development. Parents and staff are surveyed annually and the results are used to inform school improvement planning.

All the children learn about government, democracy and current affairs through regular assemblies and through PSHE lessons.

Rule of Law

Through Assemblies and the school's PSHE curriculum, children develop an understanding of the law, appropriate to their age and stage of development. Through the study of a range of different time periods in history, pupils are encouraged to see how laws and ways of government have changed.

Pupils are taught explicitly that laws keep us safe and children are encouraged to think about their own and others' safety in and outside school.

Visits from outside agencies such as the fire service, police force and health and social workers reinforce the children's understanding of the responsibilities held by various professions in upholding the law, helping them and keeping them safe.

Our Positive Behaviour Policy supports children in their learning about right and wrong and the importance of rules or following a code of conduct. The policy is visible in all areas of the school and consistently applied by staff, with opportunities constantly being sought to praise and reward positive choices. Pupils who demonstrate appropriate behaviour for learning are recognised through a variety of rewards and held up as role models for others. When poor choices are made there is always time for children to reflect and discuss strategies they may use to improve their behaviour and to restore relationships.

Individual Liberty

Tudor pupils learn about freedom of speech and expression, through assemblies and PSHE sessions. They learn to value difference and diversity and a wide range of extra-curricular/enrichment activities enables them to try new things and move out of their comfort zones. There is an active dialogue within classrooms about recognising the feelings surrounding taking on new activities and pupils are supported with a range of responses to these.

Pupils are encouraged to become good citizens and supported to become as independent as possible. They are taught that everyone has rights, including the right to say 'no' when appropriate. They also understand that with rights come responsibilities. This is seen in our Core principles and the use of the child-led '3 steps' when solving disputes and upsets.

At Tudor we encourage children to value the individual liberties they enjoy, by participating in charitable events such as Comic Relief, Children in Need and our own harvest donations, all of which help them to appreciate that there are children locally, nationally and internationally who face a wide range of challenges in their lives. This is also reflected within the PSHE, RE and Geography curriculum, looking at the responsibilities of each of us as citizens of the World to use what we have wisely and to think about our impact on the planet.

Mutual Respect

Respect is one of our 'Core Principles' and as such is a cornerstone of our Positive Behaviour Policy. Mutual respect is modelled by all adults at Tudor towards each other and the children, providing pupils with strong role models from whom to learn.

We work closely with our parents in order to achieve consistency in the values promoted at school and at home. Every month parents have access to material to support the value for that month via the school website.

Pupils are encouraged to treat others in the way they would wish to be treated when solving disputes. The use of the '3 steps' by pupils allows them to voice how they are feeling with the clear expectation of listening to each other. It provides a structure that even the youngest pupil can follow when trying to resolve potential conflict.

Respect and Tolerance

RE lessons at Tudor teach the children about the six major religions of the world. Representatives of these faith groups are invited in to allow pupils to ask questions and have further opportunities to learn more about those with a different set of beliefs to their own.

Assemblies contribute to the children's knowledge and understanding of special events in the religious calendar of all the major religions.

Resources in our classrooms and the school library are carefully chosen to ensure they reflect our diverse community and any cultural or racial stereotypes are challenged at any age.

The children are at the centre of everything we do at Tudor Primary School it is our duty to prepare them for successful lives as adults living in Britain. By promoting British values, we enable children to

develop a sense of community and to understand their responsibilities and roles within that community.

Some examples of how British Values are evidenced in Tudor:

	Activities:	Impact:
<p>Democracy</p> <p>A democracy is a system where people are able to decide how their country or community should be run.</p>	<p>Assembly Themes PSHE curriculum Election of school council Mock trial in year 6 FOTS Elections Creative Curriculum and individual curriculum subjects Rotas – children taking on responsibility for 'jobs' within classroom on a 'fair' basis SEND policy and practices Studying Ancient Greece and beginnings of democracy Voting in class Creation of classroom rules each term – together Parent View</p>	<p>Stakeholders, including children, staff and parents feel they influence and impact the way the school is run and that this has a positive impact.</p>
<p>Rule of Law</p> <p>No one is above the law.</p>	<p>School rules Behaviour system – 'the three steps' Expectations of teacher, TAs, Family Workers Assembly Themes Creative curriculum and individual curriculum subjects Parent Consultations/Home School diary and other forms of communication building relationships with stakeholders Exclusions Racist incident records Safe-guarding records Holding teachers to account Performance Management of all staff Training staff</p>	<p>Children, staff and parents feel 'safe' as a result of clear policies, rules and expectations and in the knowledge that issues will be followed up robustly.</p>
<p>Liberty</p> <p>Freedom to live as you wish and believe what you wish within the law.</p>	<p>Assembly Themes Creative Curriculum themes and individual curriculum subjects Food Bank Charity support Pupil Voice regarding topic themes and input into curriculum design Celebrations across faiths Class Rules School Behaviour Policy PSHE themes</p>	<p>Children, staff and parents feel they can act independently and autonomously within the agreed, shared and accepted frameworks.</p>
<p>Respect and Tolerance</p> <p>Admiration for someone's skills or qualities and a willingness to accept someone else's beliefs even though they may be different from your own.</p>	<p>Tudor principles PSHE Curriculum Creative Curriculum and individual curriculum subjects Playground 'buddy' system Assembly themes Extra-Curricular Clubs Use of www.doingsmsc.org.uk/resources Celebration assemblies Website – achievements, galleries, blogs SEND policy and practices Anti-discrimination recruitment procedures and policies PREVENT training</p>	<p>Skills and qualities are recognised in a multitude of different ways. Children, staff and parents respect each other's views and beliefs and have strategies for dealing effectively with differences. Discrimination is not tolerated.</p>