**Russell Lower School Policy**

**SMSC Policy**

**Reviewed: Autumn 2021**

**Review: Autumn 2022**

**Key Aims**

SMSC education at Russell Lower 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. It permeates everything we do.

During the Coronavirus outbreak, we aim to continue as normally as possible, within national guidelines and our own risk assessment. Our Recovery Curriculum was based on ‘Carpenter’s 5 Levers’, and is very much in the spirit of our SMSC policy.

**Purpose**

At Russell Lower 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.

**General Aims**

* To ensure that all children have a voice, that is listened to via the democratic process of our School Council.
* To ensure that everyone connected with the school is aware of our aims, values, ethos and vision
* 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 child’s education is set within a context that is meaningful and appropriate to their age, aptitude and background
* To ensure that children know what is expected of them and why
* To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
* To enable children to develop an understanding of their individual and group identify
* To enable children 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 child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

**Spiritual Development**

As a school community we aim to provide learning opportunities that will enable children 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, reflection and ‘digging deep’ to build resilience
* 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 community we aim to provide learning opportunities that will enable children 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 freedom and choices

**Social Development**

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

* Recognise the value and richness of cultural diversity in Ampthill and Britain
* Participate in a wide range of different 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 (treating people differently)
* Develop an understanding of their social and cultural environment

**Teaching and Organisation**

Development in SMSC will take place in R.E., Art, Music, P.E. , P.S.H.R.E. assemblies 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.

SMSC will be developed through the ethos and culture of the school. It will be developed through or ‘Rights’ and ‘Responsibilities’ (See the school behaviour policy) and will be modelled by all staff.

**Links with the Wider Community**

* During the Coronavirus Pandemic, this has been more difficult to maintain. When the whole country has been in lockdown (both 1 and 2), we ceased all physical contact with community groups. When not in national lockdown, it was possible to continue some work: such as with Sustrans for our Ampthill Pollution Walk with a suitable risk assessment
* Where possible, all the rest has continued virtually, for example RSP meetings, FARM, PTA and AEYN meetings
* Visitors are welcomed into school from a wide range of community groups.
* Links with religious communities in our local area are sought. We link with St Andrew’s Church and Ampthill Baptist Church and use local places of worship for our curriculum work. Leaders of both churches deliver assemblies at least termly.
* The development of a strong home-school link via an ‘open door policy’ is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil. Where this ‘open door’ cannot be created physically (due to Covid-19), we aim to replicate the open, supportive partnership between home and school through the use of dedicated class email addresses, telephone and video calls, virtual parents’ evenings and socially distanced, Covid-secure meetings where appropriate and necessary. We resumed face to face parents evenings in the autumn term 2021 as we felt it was vital to maintain this contact.
* Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it by visiting Ampthill Great Park, Kings Arms Gardens and the town centre regularly, and other locations locally.
* Through before and after school clubs running extra-curricular opportunities.
* Through links with Ladybirds and other local nurseries and RSP (Redborne Schools Partnership) and FARM (Firs, Alameda, Russell and Maulden)
* Through working in partnership with the PTA and Parent Forum to provide an effective, engaging and all-inclusive partnership
* Through links with local charities such as MacMillan, RotaKids, NSPCC, Foodbank, Comic Relief, Sports Relief etc.

**Link Documents**

* The Teachers’ Standards
* The Staff Handbook
* Annual assembly themes/school calendar
* PSHRE and RE within curriculum map
* Curriculum Maps and Termly Overviews (including RE, PE, Art, Music and PSHRE)
* Behaviour Policy and Strategies
* Child Protection and Safeguarding policy
* Health and Safety Policy
* Teaching and Learning Policy
* SEND policy and Information Report
* Incident Logs

**Promotion of fundamental British Values:**

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|  | Activities: | Impact: |
| **Democracy**A democracy is a system where people are able to decide how their country or community should be run. | Parent and staff questionnaires – leading into actionsAssembly ThemesPSHE curriculumElection of school council (October 2021)PTA ElectionsGovernor Elections (September /October 18/November 19)Local Election May 2019, General Election December 2019, assembly and class electionsCreative Curriculum and individual curriculum subjectsRotas – children taking on responsibility for ‘jobs’ within classroom on a ‘fair’ basisSEN policy and practicesStudying history and beginnings of democracyVoting in classCreation of classroom rules each term – togetherParent tours/visits and feedbackQuestionnaires, surveys and feedback i.e SHEU (Nov 2021)New Intake Meeting – feedbackVision Consultation process (2018/Spring 2020)Governors’ wider communication strategySpeak Out assemblies NSPCC (May 2017/Spring 2020), leading to ‘we are a Telling School’ | Stakeholders, including children, staff, and parents feel they influence and impact the way the school is run and that this has a positive impact. |
| **Rule of Law**No one is above the law. | Class rules negotiated each termSchool rules/Russell RightsBehaviour system Expectations of teacher, LSAs, and parentsAssembly ThemesCurriculum subjectsParent Consultations and other forms of communication building relationships with stakeholdersExclusionsIncidents records on G2Safeguarding recordsHolding teachers to account (Monitoring and Evaluation Policy/PPM/PM)Performance Management of all staffTraining staff to challenge each other and practices without threatPolice visits to schoolGovernors’ Standing OrdersSpeak Out assemblies NSPCC (May 2017/Spring 2020) | 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. |
| **Liberty**Freedom to live as you wish and believe what you wish within the law. | Russell RightsAssembly ThemesCreative Curriculum themes and individual curriculum subjectsIndependent learning throughout the schoolCharity support – influenced by children and parentsPupil Voice regarding topic themes and input into curriculum designTrips and educational visits: Condover, for exampleCelebrations across faiths – for example: Eid-al-Fitr, Diwali, Hanukah, Christmas etc‘Wow’ events – see school calendarClass RulesSchool Behaviour PolicyPSHRE themesValues educationStaff trainingBriefings and Staff Development MeetingsRotary Polio and Shoebox assemblies | Children, staff and parents feel they can act independently and autonomously within the agreed, shared and accepted frameworks. |
| **Respect and Tolerance**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. | Values assemblies and teachingRussell RightsEmotional CoachingWell-being Working GroupMaking Relationship Curriculum – EYFS curriculumPeople and Communities – EYFS curriculumPSHE/RSE CurriculumCreative Curriculum and individual curriculum subjectsMDS positive behaviour training Children in Need and other charity supportAssembly themesExtra-Curricular ClubsUse of [www.doingsmsc.org.uk/resources](http://www.doingsmsc.org.uk/resources)Celebration assembliesWebsite – achievements, galleries, sports trophiesRSP – sports partnershipsWorking with Guide Dogs and their owners in school to understand the needs and support for children and adults with visual impairmentsDisplays of children’s workSEN policy and practicesAnti-discrimination recruitment procedures and policiesInclusive teaching practicesParalympian Visit and workshops/charity fund raising (2016/2018)Rotary Polio and Shoebox assemblies 2021Hindu Workshops across the school and staff CPD (Nov 2021) | 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. |

**Link Documents:**

School Calendar 2021/22

Assembly Themes and website resources

Curriculum planning documents and website

Behaviour policy

Incident Logs

SEND Policy