

# **Goosewell Academy**

## **SMSC Policy Statement**

### **Intent**

At Goosewell Academy, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

### **Implementation**

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

#### **Social**

- Circle times to promote turn taking and social interaction.
- PSHE learning contains units on Health and Wellbeing, Relationships and Living in the Wider World are taught weekly.
- Children learn to be effective communicators through the school's Total Communication approach, including the use of symbols, photos, PECS, technology and Makaton.
- Educational visits within the community, including swimming, environmental walks and visitors and regular visits to Plymstock Library.

#### **Moral**

- Children can earn Dojo's when they demonstrate achievements in any of the 6 Visible Learning Behaviours (Independence, Challenge, Reflection, Ownership, Risk taking and Perseverance). Golden Dojo's can also be awarded for appropriate social and

moral choices. This reward system then relates to House points whereby the winning team earns a treat at the end of the term, this approach encourages team work and community awareness. Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.

- Behaviour plans, when needed, are agreed upon by the child, parents and teachers and then implemented. This encourages ownership of the plan by the child and all those involved.
- The PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends and living in a community.

### **Spiritual**

- The RE scheme of work contains a variety of topics that focus on different cultures and religions and encourage the children to reflect upon these.
- Children are encouraged to take part in periods of reflection at different times throughout the school week. In daily teaching assemblies and they are given time to reflect upon their own and others ideals and beliefs.
- Through PSHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and how they are likely impact on themselves and others.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects and achievements in an assembly, looking for signs of spring on a Geography trip, visiting a planetarium in Science work on the Earth and beyond.

### **Cultural**

- There are celebrations of religious festivals over the year including Harvest, Divali, Christmas, Easter, Eid, Chinese New Year.
- Many different cultures are studied for example Year 4 learn about African drumming and the significance of this for them.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

### **Where you can find SMSC in Goosewell Academy**

- The curriculum as a whole

Subject	Social	Moral	Spiritual	Cultural
Maths	Mixed groups and problem solving Sharing resources	Using real life problems that may highlight inequity and encouraging the children to solve this	Making connections in the man-made and natural world	Studying Roman numerals
English	Oracy skills are promoted across all areas. Children are encouraged to develop ideas within a group	Literature is explored that tackles injustice, consequences of right and wrong.	Developing personal reflection when reading texts eg 'What may happen next?' 'How would you feel if you were in that situation?'	Looking at stories from a range of cultures and discussing their own values and beliefs in relation to these.
Science	Children explore safety in experiments.	Environmental issues such as plastic pollution and energy processes are explored.	Pupils discuss how living things rely on and contribute to their environment.	Asking how scientific discoveries from around the world have affected their lives.
History	Thinking about how communities have organised themselves in the past. Looking at different historical social structures eg Ancient Egypt. Chatting to relatives and reading extracts from personal accounts.	Discussing different events and how they came about eg wars. How have individuals worked towards solving injustices.	Exploring different events and people who have shaped our history.	Exploring local history and investigating how this has been shaped by different cultures.
Geography	Comparing the Goosewell and Plymstock community to others nationally and internationally.	Discussing environmental issues including plastic pollution, the use of palm oil etc	Considering what it would be like to live in different parts of the world.	What cultures have had an impact on the local area?

PE	Developing a sense of belonging and self-esteem through teamwork. A sense of community is developed through participation in inter-school events such as cross country and rugby, sports days etc	Discussing fair play and the value of teamwork. By developing qualities of self-discipline, commitment and perseverance. Sportsmanship is key throughout the curriculum.	By delighting in movement, particularly when pupils are able to show spontaneity. Children are aware of their own strengths and limitations. Children are encouraged to be creative, focused and connected in dance, gymnastics and games.	Linking national and global sporting events eg Rugby World Cup and the Olympics. thinking about rituals in sport such as medal ceremonies and singing national anthems.
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- The Religious Education Curriculum
- The PSHE Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities including STEM, art, running, rugby
- Educational visits to enhance and embed learning
- Pupil Voice (Children's Parliament, House captains)
- Special days (fundraising, cultural experiences and immersion days)

### **British Values**

We promote 'British Values' through our spiritual, moral, social and cultural education these permeate through the school's curriculum as well as being taught discretely and support the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

#### Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty. We have an active Children's Parliament and are part of a local children's parliament group that work with other schools in the community on local issues

### Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

### Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

### Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, the Spirit of Discovery and local Secondary Schools etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

### Acceptance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Goosewell Academy are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

### **Impact**

The Social, Moral, Spiritual and Cultural development of the pupils at Goosewell has been a strength of the school for many years. The quality of provision should be evident in the ethos, attitudes and behaviours of everyone within the academy – children and adults alike. We aim to nurture young, unique and caring individuals who are able to appreciate and uphold shared common values, make a worthwhile contribution to both school life and the wider community and to value difference across cultures and society as a whole.

**Reviewed annually**