

# **SMSC Policy**

Policy produced by Go Shine CE Federation

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Review date- As changes are made

## Intent of our curriculum

### Our School Vision Statement

Go, shine in the world and live as Jesus lived.

Our School motto is based upon Matthew 5:14-16

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.

‘Our schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.’ The Most Reverend Justin Welby, Archbishop of Canterbury ‘

As a community, we have identified **nine core values that stem from our Vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design**.

1. Educating for Wisdom, Knowledge and Skills (value link- excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link-compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

**Determination** This means resolution, resolve, willpower. "**Stand firm, and you will win life.**" (Luke 21:19)

**Respect** This means regard highly, value, honour. "**And as you wish that others would do to you, do so to them.**" (Luke 6:31)

**Friendship** This means mutual trust and support. "**Dear children, let us not love with words or speech but with actions and in truth.**" (1 John 3:18)

**Inspiration** This means the process of being given passion and/or ideas for a task. **I can do all things through him who strengthens me.**" (Philippians 4:13)

**Excellence** This means being outstanding or extremely good. "**Whatever you do, work at it with all your heart as working for the Lord.**" (Colossians 3:23-24)

**Community** This connects us with each other. **We who are many, are one body in Christ.**" (Romans 12:5)

**Compassion** This means having a deep awareness and sympathy for another's suffering. **When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.**" (Mark 6:34)

**Honesty** This means truthfulness, loyalty, fairness, sincerity. **The Lord detests lying lips, but he delights in people who are trustworthy.**" (Proverbs 12:2)

**Integrity** This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.**" (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

As a Church of England school we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Our School motto is based upon Matthew 5:14-16

### **Where does our school vision come from?**

Our school vision has its roots in the gospel of St Matthew who walked with Jesus during his ministry

*"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."*

St Mary's is a voluntary aided school with deep Christian roots. The original school (dating from 1863) was sited in West End Lane and the present building, in Quex Road, was opened in 1991. The school is in the parish of St Mary's with All Souls Kilburn and St James'.

As a Church school, we enjoy close links with St Mary's with All Souls Church. The church, which is walking distance from the school, was designed by Fredrick and Horace Francis and consecrated in 1856. The spire was added in 1872. A member of the clergy takes assembly once a week and the children take part in services at St Mary's with All Souls Church at Christian festivals throughout the year.

### Curriculum design

The Spiritual, Moral, Social and Cultural education of pupils at our school is not limited to the Christian life of the School, to RE and to PHSCE lessons but is part of the much wider curriculum.

We aim

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

### **Related policies**

RE policy  
Catholic/Christian life of the School  
Child Protection & Safeguarding Policy  
PSHCE Policy  
Keeping Children Safe Online Policy  
Behaviour and Anti-Bullying Policy

Health and Safety Policy  
Special Educational Needs and Disability Policy  
Supporting Pupils with Medical Needs Policy

### **Spiritual development**

Children are capable of deep spiritual experiences from an early age. Before they even find words to express it, they become aware of something other than themselves and their small worlds, something that is inspiring and good. An understanding of God is already within children and we are asked to give them the verbal vocabulary to express what they already experience.

Through liturgy and through everyday experiences, children come to know that they are not alone in their spiritual beliefs and that there are ways of communicating with and about their spiritual nature.

The spiritual development of pupils can be shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### **Moral development**

The moral development of pupils can be shown by their:

- ability to recognise the difference between right and wrong and understand how to make the right choices and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions.
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### **Social development**

The social development of pupils can be 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain

### **Cultural development**

The cultural development of pupils can be shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity
- Understanding, acceptance, respect and celebration of diversity, as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### **Cross-curricular teaching and learning**

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life;
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;

- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;
- That the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;

### **Approaches**

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

### **Practical activities to develop SMSC include:**

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children

- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children, regardless of ability
- Hearing music from different composers, cultures and genres e.g. in music or for reflection time at the start of collective worship
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits, or with visitors, workshops and after school clubs
- Participation in school concerts and plays
- Themed weeks at school e.g. Equalities Week, Peace Week, Art Week, Social Justice Week
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festivals and current events across the world
- Studying literature and art from different cultures
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments
- Studying the contributions to society that certain famous people have made

### **Monitoring and evaluation**

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- Evidence from pupils' work, e.g. reflective diary, RE books, SMSC work, creative writing, art;
- Regular inclusion in the SEF;
- CPD opportunities and sharing examples of good practice with other schools.

At our school, we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including

- Annual Pupil Questionnaire
- Annual parents' questionnaire

- Pupil Voice
- Pupil Academic Review Day
- Parent Appointments at the end of a school day
- School Council

SMSC provision is reviewed on a regular basis in the following ways:

- Professional Development Days
- Work Scrutiny
- Morning Briefings
- PDMs
- Support Staff Meetings
- Governor Meetings
- Policy updates
- Continued development of PHSCE, RE and Collective Worship
- Behaviour Monitoring
- Planning of Themed weeks

### **Community links**

Our school builds strong links with the wider community.

In order to develop these links, the school reaches out to the community through the following activities:

- School plays and concerts
- Inspiration Days
- Church and classroom liturgies
- Assemblies
- Visiting speakers
- Presentation to Parents' Days
- Choir performances e.g. at Euston Station or at local Sheltered Accommodation
- Parents Working Alongside Children
- Links with our local church
- Working in partnership across our five schools St Michael's, St Mary's St Luke's, Our Lady's and St Eugene's
- Weekly Parents Coffee Morning
- Work of the Parent Liaison Officer
- Weekly newsletters celebrating achievements

### **SMSC matrix**

<b>Activities</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
After school clubs	x	x	x	x
Assemblies	X	X	X	X
Liturgies	X	X	X	X
Charitable support	x	X	X	X
Competitions		X	X	X
Library	x	x	x	x
Learning walks	x	x	x	x
Themed weeks	x	x	x	x
Visits and Visitors	x	x	x	x
School council involvement	x	x	x	x
Community Links	x	x	x	x
Are all aspects of SMSC evident when pupils/staff	x	x	x	x
Are all aspects of SMSC reflected in	x	x	x	x
Does the school website reflect a consistent approach to all aspects of SMSC?	x	x	x	x

## **Promoting fundamental British values**

### **Through the national curriculum, we will:**

- Teach our pupils a broad and balanced international history
- Represent the cultures of our pupils across subjects
- Teach a wide range of English and non-English literature

### **Through our Social, Moral, Spiritual and Cultural programme, we will:**

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures

- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Appendix A:

“What does SMSC look like across the curriculum?”

SMSC Subject Statements

ENGLISH	MATHS
<p><b>Spiritual</b> English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre.</p>	<p><b>Spiritual</b> Maths supports pupils spiritual development by helping them to develop deep thinking and questioning the way in which the world works. Through maths children gain an appreciation of the richness and power of mathematics in our everyday lives.</p>
<p><b>Moral</b> English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.</p>	<p><b>Moral</b> Maths supports pupils moral development through discussion about mathematical understanding and challenging assumptions, supporting children to question information and data that they are presented with. Maths helps children to understand and use rigorous and logical argument and discourage jumping to conclusions when trying to determine the truth.</p>
<p><b>Social</b> English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p><b>Social</b> Maths support pupils social development by promoting self-esteem and building self-confidence. Maths encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We provide events and team maths challenges for increased pupil involvement.</p>
<p><b>Cultural</b> English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>	<p><b>Cultural</b> Maths supports pupils cultural development by developing an appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots. Through maths we investigate and research cross cultural patterns – tessellation</p>

SCIENCE	HISTORY
<p><b>Spiritual</b> Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.</p>	<p><b>Spiritual</b> History supports spiritual development by helping children develop a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>
<p><b>Moral</b> Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions about environmental and human issues.</p>	<p><b>Moral</b> History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>
<p><b>Social</b> Science supports social development by exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively</p>	<p><b>Social</b> History supports social development by exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p>
<p><b>Cultural</b> Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.</p>	<p><b>Cultural</b> History supports cultural development by encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history</p>

GEOGRAPHY	ART
<p><b>Spiritual</b> Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.</p>	<p><b>Spiritual</b> Art supports spiritual development by introducing children to the work of great Artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.</p>
<p><b>Moral</b> Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.</p>	<p><b>Moral</b> Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through, understanding how their comments can build up or destroy another's self-belief.</p>
<p><b>Social</b> Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.</p>	<p><b>Social</b> Art and Design supports social development because children frequently required to work in pairs, groups or teams collaboratively. Children often work collaboratively requiring cooperation and communication linking to the values of trust and compassion.</p>
<p><b>Cultural</b> Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as .....and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.</p>	<p><b>Cultural</b> Art supports cultural development work by enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.</p>

MUSIC	P.E.
<p><b>Spiritual</b> Music supports spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.</p>	<p><b>Spiritual</b> P.E supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.</p>
<p><b>Moral</b> Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.</p>	<p><b>Moral</b> P.E supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.</p>
<p><b>Social</b> Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.</p>	<p><b>Social</b> P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.</p>
<p><b>Cultural</b> Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children.</p>	<p><b>Cultural</b> P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such as .....Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p>

D.T.	Computing
<p><b>Spiritual</b> D.T supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'</p>	<p><b>Spiritual</b> Computing and ICT supports spiritual development by looking at how ICT can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.</p>
<p><b>Moral</b> D.T supports moral development by raising awareness of the moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.</p>	<p><b>Moral</b> Computing supports moral development by looking at how computing developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.</p>
<p><b>Social</b> D.T Supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.</p>	<p><b>Social</b> Computing supports social development with children working in pairs within lessons as well as undertaking practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.</p>
<p><b>Cultural</b> D.T supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.</p>	<p><b>Cultural</b> The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.</p>

## Appendix B

### Promoting British values as part of SMSC

How do we do it (these are examples, the lists are not exhaustive)	Understanding & knowledge that we expect to see
<b>DEVELOP CHILDREN'S SELF-KNOWLEDGE, SELF-ESTEEM AND CONFIDENCE</b>	
<p>EYFS / KS1</p> <ul style="list-style-type: none"> <li>Nurture groups</li> <li>Class rules</li> <li>Visits and Visitors</li> <li>Circle Time</li> <li>Person of the Week</li> <li>Special Mentions</li> <li>Wow cards</li> <li>Praise Postcards</li> <li>Smiley Faces</li> <li>School Behaviour and Anti-Bullying Policy which promotes positive engagement with pupils</li> <li>Circle time</li> <li>Living Eggs – caring for baby chickens and ducklings</li> </ul>	<p>Learning to live in healthy and positive settings as children grow up, becoming healthy and well in body and mind and spirit.</p>
<p>KS2</p> <ul style="list-style-type: none"> <li>Class rules</li> <li>Visits and Visitors</li> <li>Circle Time</li> <li>Person of the Week</li> <li>Special Mentions</li> <li>Wow cards</li> <li>Praise Postcards</li> <li>Trust Group – Y6</li> <li>School Behaviour and Anti-Bullying Policy which promotes positive engagement with pupils</li> <li>Circle time</li> <li>Relationship and Sex Education</li> <li>Junior citizenship days (Y6)</li> <li>School journey</li> <li>Workshops e.g. Modern Slavery, Growing Against Violence (Anti-gang) and Anti radicalisation</li> </ul>	
<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> <li>Children Leading Worship</li> <li>Christian Meditation</li> <li>Celebration Assembly every Friday</li> <li>Marking and Feedback</li> <li>Explicit Praise</li> <li>Daily prayers in class</li> <li>Healthy schools Award</li> <li>Whole School ethos</li> <li>Celebrating inspirational people, e.g. Equalities Week</li> <li>Positive rewards systems -Smiley Faces for Super, Brilliant and Fantastic groups</li> <li>Work of the Week</li> <li>Displays and photographs of achievements in the weekly newsletter</li> <li>Performances e.g. plays, concerts and performances by the School Choir</li> <li>After School Clubs</li> <li>Opportunity to play sports competitively e.g. through CSSA</li> <li>Healthy Heart Day</li> </ul>	

International Connections Display Different Families, Same Love posters Go Shine in the World display	
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ENABLE CHILDREN TO DISTINGUISH RIGHT FROM WRONG AND TO RESPECT THE LAWS OF THE LAND	
EYFS / KS1 Stories Class trips e.g. fire station Circle Time Classroom rules Visitors e.g. Police	Living under the rule of law protects people and is essential for people's well-being and safety.
KS2 Junior Citizen Year 6 Child Line and NSPCC poster Stories Visits e.g. House of Commons, Fire Station History curriculum e.g. Victorian, Ancient Greece, Magna Carta Visitors e.g. Police Workshops e.g. Modern Slavery, Growing Against Violence (Anti-gang) and Anti radicalisation	
WHOLE SCHOOL Soft start to the day so children have an opportunity to share any worries before 9am Gospel Assemblies British Values Assemblies Christian Values Assemblies If you are worried poster Behaviour and Anti Bullying Policy Anti-Bullying Week PSHCE and RE curriculum Restorative Justice Class rules Circle time Anti-bullying displays Displays, e.g. Respect, Tolerance and Kindness Posters Social Justice Week and monthly collections for local homeless groups RE display respecting all religions Thought of the Week – talk topic Weekly Newsletter Online Safety display British Values display	

<b>ENCOURAGE CHILDREN TO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOUR.</b>	
<p>WHOLE SCHOOL</p> <p>Whole school assemblies with positive behaviour modelled with a focus on Christian and British values</p> <p>RE and PSHCE curriculum</p> <p>Restorative approach</p> <p>Behaviour and Anti-Bullying policy</p> <p>Keeping Children Safe online poster</p> <p>Home school agreement</p> <p>Indoor Club</p>	<p>Children understand they have made a poor choice.</p>

<b>ENCOURAGE CHILDREN TO SHOW INITIATIVE AND CONTRIBUTE TO THE LIVES OF OTHERS LOCALLY AND IN SOCIETY MORE WIDELY.</b>	
<p>WHOLE SCHOOL</p> <p>Charity fundraising e.g. monthly collection to local homeless groups, donating money through non-uniform days to chosen charities, children asking if we can make donations to global disasters</p> <p>Gospel Assemblies</p> <p>Social Justice Week</p> <p>Use of Cafod resources and inviting in every year of Cafod to speak to our children</p> <p>Peace Week</p> <p>Public performances by the choir</p> <p>INTER -Sports – with local Camden Schools</p> <p>Attendance a Westminster Cathedral Good Shepherd Mass</p>	<p>Children learning to live successfully as part of a wider community</p>

<b>ENABLE CHILDREN TO ACQUIRE A BROAD GENERAL KNOWLEDGE OF AND RESPECT FOR PUBLIC INSTITUTIONS AND SERVICES IN ENGLAND (E.G. SCHOOLS, THE POLICE ETC.)</b>	
<p>EYFS / KS1</p> <p>Visit to Fire station</p> <p>Visitors e.g. police, school nurse</p> <p>Road Safety</p> <p>KS1 Current Affairs Assembly</p>	<p>An understanding of the different and separate powers between different public bodies such as police, army, and courts.</p> <p>Learn from the events of the past to understand the dilemmas and solutions for today's issues</p>
<p>KS2</p> <p>Junior Citizenship Day</p> <p>British history covered in the curriculum</p> <p>Transition for secondary school</p> <p>Visitors e.g. Police</p> <p>Road Safety Drama</p> <p>Careers Workshops</p> <p>Cycling Proficiency</p>	
<p>WHOLE SCHOOL</p> <p>Workshops promoting responsibilities e.g. Power of One, Growing Against Violence</p> <p>Regularly visit church and other places of worship</p> <p>Visit the Jewish Museum every year</p>	

<b>ENCOURAGE RESPECT FOR DEMOCRACY AND SUPPORT IN THE DEMOCRATIC PROCESSES.</b>	
EYFS / KS1 See British Values in the Early Years document	An understanding of how people can influence decision-making through the democratic process.
KS2 History curriculum e.g. Ancient Greece, PSHCE curriculum e.g. How the justice system works	
WHOLE SCHOOL School council e.g. Nominations, votes, meetings Speaking and listening activities that promote healthy debate e.g. Conscience Alley Black History focus during Equalities Week Celebrating inspirational people Pupil feedback questionnaires First News Newspapers weekly KS1 and KS2 Espresso Current Affairs News Class activities; what does it mean to have a general election. Home-school agreement	

<b>ENCOURAGE TOLERANCE AND HARMONY BETWEEN DIFFERENT CULTURAL TRADITIONS I.E. RESPECT FOR THEIR OWN AND OTHER CULTURES.</b>	
EYFS / KS1 Topics aimed at celebrating similarities and differences e.g. Ourselves Show and tell; celebrating cultural and religious differences Children learn about each other's religious festivals, e.g. Diwali Class Floor books in Nursery	An acceptance that other people having different faiths or beliefs should be accepted and tolerated.
KS2 Stories RE; understanding how people's religious beliefs affect their actions.	An understanding of the importance of identifying and combating discrimination.
WHOLE SCHOOL RE and PSHCE curriculum International Connections display-celebrating cultural diversity RE corridor display and artefacts Variety of resources and display that celebrate diversity. Visits to different place of worship Celebration of various cultural festivals e.g. Chinese new year , Diwali Educate Against Hate posters promoting Respect, Tolerance and Kindness	An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.  Children are reflective about their own lives and those about them.