All Saints CE Primary School & Nursery

Nurturing, Resilience & Achievement for all!

Values & SMSC Policy

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Policy Area:	Curriculum

Rationale

At All Saints CE Primary School & Nursery it is our aim to raise standards by promoting a school ethos that is underpinned by core Christian values. These values support the spiritual, moral, social and cultural development of the child and are recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum, in particular RE and PSHE, supported by Collective Worship. Our Christian values support all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

The core values and themes we focus on are:

LOVE	KINDNESS	RESILIENCE	UNDERSTANDING
COMPASSION GENEROSITY THANKFULNESS	FRIENDSHIP RESPECT TRUST	COURAGE PERSEVERANCE SERVICE	FORGIVENESS JUSTICE TRUTHFULNESS
"This is my commandment, that you love one another as I have loved you." *John 15.12*	"Clothe yourselves with compassion, kindness, humility, gentleness and patience." *Colossians 3.12*	"I can do all this through Him who gives me strength." *Philippians 4.13*	"Make every effort to do what leads to peace and help each other have a strong faith." *Romans 14.19*
COMMUNITY	DIGNITY	WISDOM	HOPE

School Ethos

We strive to provide an education of the highest quality within the context of Christian belief and practice, alongside an understanding of core Christian values and aims. They provide us with a sense of identity and belonging that creates our learning community – all of us working together to learn and grow through learning and faith. They encourage and understanding of the significance and meaning of faith in our daily lives. We celebrate diversity and are committed to the principles of inclusion and equality of opportunity.

Children are encouraged to be courageous with their learning, taking on new challenges and growing in confidence so that they solve problems and overcome difficulties. We instil a sense of Christian compassion and love through the collaborative and supportive way we work with each other, making relationships that are respectful and kind. The children understand what they are doing and why they are doing it, helping them to view themselves as learners and giving purpose to what they are learning. We constantly reflect and review, seeking help so we can strive to be the best we can be.

Values In Action

In order for the school's ethos to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are:

- To be loved.

- To feel secure and know clearly what is expected of them.
- To be valued.
- To have a balance of activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop relationships.
- To develop self-awareness and a knowledge of the world outside of themselves.
- To have creative experiences, including external exploration and internal reflection.
- To be fully involved in the process of education.

Teacher Behaviour

In order to try to meet the needs of children, staff try always to be consistent in their own behaviour and in their expectations of the children. They:

- Value all the children.
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Face reality and help pupils to come to terms with difficult issues as they arise, such as death.
- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Are mutually supportive.
- Speak quietly and avoid shouting.
- Are valued by the governors and the community.
- Have a good sense of humour.
- Communicate with parents to ensure that they appreciate the school's values and to ensure that there is a common understanding.

Pupil skills

Throughout the school the development of the following skills which contribute to reflective thinking about values are encouraged:

- Displaying helpful politeness and good manners to everyone in school.
- Speaking quietly and politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection.
- Empathy and tolerance.
- Using imagination.
- Visualisation techniques.
- Stillness.
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practise.
- Articulating thoughts clearly in order to enhance communication skills.
- Walking quietly about the school building.
- Developing positive attitudes to work and play.
- Accepting personal responsibility for actions.
- Care and respect of other people's property.

Activities that promote Reflective Thinking

Teachers are especially mindful of the activities that promote positive thinking and incorporate these into their teaching as much as possible. These include:

- Creating a peaceful climate in the classroom and on the school site.
- Taking children to beautiful places to experience peaceful places and encourage them to value them.
- Pupils setting their own targets for their work and behaviour.
- Pupils involved in the assessment of their own work.
- Giving opportunities for decision making.
- School's behaviour policy that clearly defines how the school puts emphasis on behaving well and positive thinking.

- Giving time in class for pupil to respond to some of the basic needs within us: friendship, love co-operation, to clarify their understanding of values.
- Allowing children to sit and work in silence to think through their own thoughts.
- Helping children to be relaxed and unstressed but focussed on their activities.
- Including visualisation as a teaching technique to help in the development of imagination and memory.
- Opportunity for role-play so that skills associated with negotiation, co-operation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

Spiritual Development
Spiritual development is relevant to all children, not only those who come from Christian or religious homes. In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life, which may lead to an understanding and belief of God;
- The joy of being alive;
- The beauty of the natural world;
- The mystery, awe and wonder of existence;
- The world of imagination and creativity;
- The value of the non-material dimension of life;
- The need to understand oneself and one's feelings;
- The need to value oneself and one's feelings;
- The need to recognise the feelings and achievements of others.

In this way, spiritual development encourages:
- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long-term ideals

The school will promote spiritual development through:
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment;
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination;
- Offering opportunities for aesthetic experience in art, music, dance, and literature;
- Making time for stillness and reflection which may lead to children coming to the threshold of prayer;
- Posing questions that encourage children to consider issues of meaning and purpose;
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council;
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses;
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners;
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour;
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum. Examples of how are given in Appendix A.

Moral Development
This relates to the child's developing understanding of what is "right", "wrong" and "fair". The School will try to build

on the moral training within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live;
- Helping the child to realise that to enjoy rights we have to accept responsibilities;
- Developing the child's understanding of why rules are necessary;
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions;
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action;
- Develop the skills necessary to explain their own behaviour;
- Value physical wellbeing, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by encouraging and modelling;

- Accepting proper authority and doing as they are told;
- Showing respect to all adults in school e.g. Teachers, TAs, MSAs and Parent Helpers/Volunteers;
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these;
- Building up the self- esteem of the child;
- Encouraging everyone within the school to behave in an acceptable way towards one another;
- Encouraging children to understand the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff. Opportunities to promote moral development will be provided during Circle Time and through the School Council.

At our school our Moral Code is underpinned by belief in:

- The Christian Faith
- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self-discipline

Examples of how Moral Development is woven through the curriculum can be found in Appendix A

Social Development:
In order to develop the social aspects of a pupil's life, the school will provide opportunities for pupils to:
- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative;
- Understand and experience the rights and responsibilities of individuals within the social setting;
- Recognise the need to live harmoniously in a plural society;
- Communicate with others with increased effectiveness;
- Engage in activities which benefit others;
- Use language in a range of groups and contexts;
- Write for a range of purposes and audiences

Appendix A shows how Social Development is woven into the curriculum.

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I?" and "Where do I fit in?" We need to remember that cultures are dynamic and are constantly being re-shaped.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures

Opportunities to nurture the cultural development of the child exist in all areas of the curriculum. Examples are given in Appendix A.

Collective Worship

All Saints CE Primary School is a Church of England School and as such the promotion and understanding of Christianity and its values underpin Collective Worship. In Collective Worship children will be given the opportunity to:

- Consider the school values
- Explore and share beliefs
- Reflect through prayer and quiet time
- Think about the needs of others
- Be part of a community

A separate policy for Collective Worship outlines our approach and is linked to this policy.

Review and Monitoring

The success of this policy will be determined by viewing our children as they work and play in the school community. The quality of relationship and responses to the world around them will indicate the extent to which the school is fulfilling our aim.

This policy will be reviewed every three years, or sooner if relevant.

Appendix A: SMSC Through the Curriculum

Spiritual, social, moral and cultural values are taught in Collective Worship and in discreet lessons but also permeate the whole of the curriculum.

SPIRITUAL	
English Literature, including story and poetry that explores human experience and response to life and death. Use of stillness and imagination in drama and other subjects to develop inner awareness. Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings.	*Mathematics* Enjoyment of and fascination by numbers, including the idea of infinity. Reflecting on pattern and order as well as a sense of mystery and space. Exploring the relationship of numbers, shape and objects and the possibility of inter-connectedness. Sense of achievement and self-worth at appropriate levels of understanding.
Science Scientific links with a spiritual interpretation about the universe and life. Using the school grounds for reflection on relationships between people and their environment. Reflecting on the mystery of the natural world and physical worth, life cycles and growth. Awareness of physical self as wonderful.	*Design Technology* Sense of worth in human potential and achievement. Designing cards for religious festivals. Making holy books and other artefacts/special objects pleasure in physical constructions. Art in design: taking
Computing Connectedness with people all over the world through the internet. Using programmes to create poems and pictures. Becoming independent and developing self-reliance.	*History* Ideas of change and development and re-creation. Understanding the importance of tradition to a community. Sense of time and awareness of personal place within it.
Geography How things came about, and a sense of wonder at the earth's variety and order. Developing self-awareness and relationships with other cultures and environments. Appreciation of natural features e.g. lakes, woods.	*Art* Idea of beauty in art. Appreciation of colour, shape and texture. Religious and spiritual ideas expressed in, e.g. stained glass windows. Art as a means of expressing feelings, imagination and expressive thought.
Music Making music by singing together, songs and hymns with instruments. Listening to specific chosen pieces, and why people write music, e.g. Hallelujah chorus. Identifying feelings and emotions associated with different types of music. Using music as a background to times of quiet and reflection to develop awareness of the inner self.	*Religious Education* Knowledge of religious reflection, humanist ideas and spiritual practices, e.g. worship. Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop. Meeting others who belong to other traditions. Providing opportunities for experiencing awe, wonder and transcendence.
Physical Education Spiritual awareness of body, its beauty and potential through activity and observation. Movement to express feelings and emotions including dancing for joy. Developing inner determination to do one's best and recognise and develop one's inner potential and strength.	*Modern Foreign Languages* Awareness of the beauty inherent in another language. The use of a different language to express thoughts slightly differently.

SOCIAL	
English Circle time skills in speaking and listening. Social interaction through play. Writing for and communicating with an audience. Group drama work, reading and discussion of social issues in literature. Stories to create awareness of a variety of life experiences, e.g. deafness.	*Mathematics* Maths games for social interaction, taking turns and sharing. Working in pairs and groups to gather information and solve problems. Recognising maths skills as a tool for society.
Science Investigation in groups, sharing skills and expertise. Science as a cooperative activity requiring communication and interaction. Science related to issues in society, e.g. alcohol abuse.	*Design Technology* Designing with others. Using technology to benefit others, e.g. disabled.
Computing Working co-operatively. Using data-handling skills to promote understanding of social issues. Poster design for safety.	*History* Exploring structures of society, including institutions, e.g. hospitals, hospices, work houses. Looking at children past and present. Understanding the influence of the past on the development of society today.
Geography Local studies to raise awareness of different homes, communities and family groupings. Local amenities: who are they for? Human influence on the landscape/local economy. Group fieldwork opportunities.	*Art* Art as a means of learning about people and society. Group collage.
Music Taking part in performances. Collaborative work and sharing resources. Group singing and composition.	*Religious Education* Knowing about and understanding the importance of family and traditions within religious faiths and social groups. Study of ideas of community in humanism religions. Researching charities and other religious and non-religious forms of social caring and responsibility.
Physical Education Participation in traditional and creative dance and pair and group work in gymnastics. Enjoyment of team games, showing co-operation, respect for others and their needs.	*Modern Foreign Languages* Comparing lifestyles and attitudes. Recognising similarities and differences between cultures, in terms of language use as well as social behaviour and issues. The ability to communicate directly with someone who speaks a different language.

MORAL	
English Discussion of right and wrong – moral issues exemplified in children's literature. Skills of listening and forming evaluative judgements in discussion. Circle time discussion of behaviour and relationships. Dramatising situations which raise moral questions.	*Mathematics* Encouraging a sense of personal responsibility for their own learning in class and through homework. Encouraging honesty, not cheating. Awareness of manipulation of data statistics.
Science Thinking about experiments and investigations and their outcomes for humans. Caring for living things. Discussing issues raised by scientific discovery and progress, e.g. genetic engineering.	*Design Technology* Learning co-operation with others through activities. Technology as helpful and constructive as well as potentially destructive.

Computing Independent working to develop a sense of integrity and trustworthiness. Discussion of moral issues, e.g. correct information.	*History* Developing awareness of local, national and world issues. Encounter with ideas and encouragement to think through a moral stance on issues, e.g. war and peace.
Geography Developing moral responsibility to care for the environment. Awareness of human exploitation, e.g. child labour in developing countries. Poverty amid affluence. Awareness of misuse of earth's resources and human responses, e.g. recycling and deforestation.	*Art* Interpreting pictures which put a moral point of view.
Music Appreciation of music and respecting the ideas and judgements of others. Learning about and from the lives of composers.	*Religious Education* Stories with a moral message from other world religions. Ideas of right and wrong behaviour in world religions. Individual and corporate responsibility within religious and other communities. Developing skills of listening, respecting and evaluative judging.
Physical Education Taking part in team games and obeying rules. Awareness of others' needs, particularly physical. Encouragement to cheer, celebrate achievement and shake hands at the end of a game. Developing a sense of fair play, not hurting anyone.	*Modern Foreign Languages* Stories with a moral message from other countries. Current affairs and human responses to them within different countries. Awareness and understanding of fellow human beings living different lifestyles in different countries.

CULTURAL	
English Stories and literature form other cultures. Awareness of issues such as stereotyping and equal opportunities in literature. Language and meanings in different cultures.	*Mathematics* Creating Islamic patterns, rangoli patterns and using Roman numerals. Careful choice of resources and examples to include references to other cultures. Counting in a different language.
Science Differences and similarities between groups of humans. Animals from different countries. Creation stories from different cultures alongside current scientific thinking. Role of science in different cultures and religions. Scientific development in relation to others – water supplies, new varieties of flowers and food crops.	*Design Technology* The effectiveness of very simple technology in some cultures. Instruments from different countries, e.g. cooking utensils. Designs for different climates, e.g. sun hats.
Computing Assessing information about cultures through search engines and website, etc. Direct contact with children in other cultures through internet.	*History* The story of development of other cultures. Stories of religious leaders and their influence on cultures, both positive and negative. History of contribution of other cultures to science and maths.
Geography Study of people – especially children living in different countries and comparison with own cultural context. Developing an awareness and appreciation of different styles of everyday life. The influence of environment on societies.	*Art* Pictures from different cultures, e.g. African art. Visiting galleries and exhibitions to view art from different cultures. Art as an expression of culture, e.g. Nativity pictures on Nativity cards.
Music Music from different cultures, e.g. Calypso songs.	*Religious Education*

Listening to and using instruments from other cultures.	The study of different religions as part of a cultural tradition. Meeting people from a variety of faiths and cultures, and visiting places of worship. Exploring how religious and humanist ideas are expressed in different cultures, e.g. food, dress, festivals.
Physical Education Dance as an expression of culture.	*Modern Foreign Languages* The study of different food and eating habits, literature, leisure pursuits, fashion and lifestyles as part of a cultural tradition. Comparisons of attitudes, e.g. to schools and schooling in different countries.