



# **Poppyfield**

Primary Academy

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### **Spiritual, Moral, Social and Cultural learning and British Values Policy**

## **Overview**

It is vital that children at Poppyfield Primary Academy experience a rounded life experience and development as young people in their schooling, and the development of Social, Cultural, Moral and Spiritual aspects of their life and learning are a key part of this. Children will be passionate about and inspired by the opportunities through the NICER Curriculum; whole school events such as ‘Everybody Write Days’; assemblies and celebrations; extra-curricular opportunities and connections to the wider community. It is through these experiences that the vision is implemented; where all children and staff can develop a deep understanding and respect for moral, social, emotional and religious beliefs represented within the school, local community and the world and feel a key part of these aspects in their life and community. Through their learning and development, pupils will be able to play a confident, informed role in society, to interact with others in a positive way and to be aware of the values that make us good citizens.

### **Pupils’ spiritual development is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.

### **Pupils’ moral development is shown by their:**

- ability to recognise the difference between right and wrong, 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.

### **Pupils’ social development is 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- 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;
- development and demonstration of the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;

### **Pupils’ cultural development is 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 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, and the extent to which they understand, accept, respect and celebrate diversity,

as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **SMSC and British values in whole school provision**

There are key aspects of school life where key features of SMSC are clearly explored, developed and undertaken by pupils. These are within the following aspects across the whole school:

1. Whole school and Trust values of FIDES: our values drive all that we do. They will always stand the test of time and have become our north star to help us stay true to our purpose. Our five core values are inspired by Fides, the ancient Roman goddess of trust and good faith. Fides literally means ‘to trust’ (as in ‘to confide’) and is a fitting tribute to all that we stand for.
2. Whole school weekly and class assemblies: exploration of values, religions, whole school ethos, celebration of achievements, sharing of learning.
3. After school clubs and activities including sports, arts and cultural activities: children have the opportunity for participation, competition and collaboration.
4. School council: democracy, parliament, voting, tackling key issues important to the school community. School councillors will be the representative body of the school.
5. Social enterprise: connection to social and environmental issues; connecting to the world of work; supporting charities and raising funds
6. Curriculum events that allow special exploration of current events and affairs: including ‘Everybody Write’ days; cultural events and festivals; celebration; community engagement; values based learning and connection with UK and World topical events e.g. General and local elections, connections to current affairs such as Britain leaving the EU and other items that connect to law, democracy and values.
7. Our overall NICER Curriculum: connection to ‘Now’ and ‘Regional’ events; creative and cultural exploration; developing thinking and independence. Examples of how this takes place can be found at Appendix 1.
8. Teaching of RE and PSHE subject based learning (see relevant sections below)
9. Work with key locality partners to connect to community engagement.

The Now and Regional aspects of the NICER curriculum allow the curriculum to have a focus on relevant issues going on in the current world, with a particular connection to the community and area the school is based in. This therefore allows learners to consider issues that affect the world today including economic issues, as well as issues affecting themselves and their families. This should develop in partnership with the practical learning around setting up businesses in school, and encourage pupils to aspire to have careers, create business ideas and engage in finances actively.

The establishment of interesting and inspiring partnerships for learning, experiences and aspiration are very important to the NICER curriculum. Our work with businesses always focuses on excellent learning experiences for the children both in terms of inspiring writing, developing creative ideas and relationship to enterprise aspects.

We have worked to establish some key local partnerships for Poppyfield Primary Academy including partners such as:

- Inspiring Healthy Lifestyles
- Museum of Cannock Chase
- Friends of Hednesford Park
- Burntwood and Cannock Chase libraries
- Arts Connect
- Staffordshire Wildlife Trust
- Bricksworth nature reserve
- The Beacon Centre
- Support Staffordshire
- Hednesford Lions club
- Local PCSO and Policing team
- Staffordshire Women's Aid
- The Local Foodbank

These organisations will be worked with, among others to help connect children to their locality and to inspire real learning, a sense of community and being a good, active citizen.

**Monitoring and evaluation:**

A folder set up for SMSC is available with examples of activities and work with a direct link to it. In addition to this, teachers upload examples of children's work and photos as further evidence onto folder on the school server. SLT, with support of other members of the team, will capture evidence of children's engagement in SMSC activity. Evidence of this will be recorded on the school SEF.

## **SMSC in the Early Years Provision**

For EYFS, key aspects of SMSC and British values will be developed through all aspects of learning and provision. This will be developed in the following ways:

1. As part of challenge based learning in EYFS, children engage in sustained shared thinking with both adults and other children. Fairness is promoted throughout the curriculum as children are actively involved in offering their own ideas, listening to those of others and making decisions together. For example, the initial part of the TASC wheel (Thinking in A Social Context) requires children to offer a range of ideas and make joint decisions based on conversations about good choices.
2. Through the 'Now' part of NICER curriculum, children learn about and take part in activities around current cultural and/or religious celebrations throughout both the UK and the wider world.
3. Via the PSED part of the EYFS framework, under Self Confidence and Self Awareness, and also via Understanding the World, People and Communities, children engage in a range of activities that require them to learn about themselves and others, and how they are different and similar.
4. Children in EYFS learn about strategies to help them to become independent learners, supporting their self-confidence. Through the challenge packs in EYFS, they learn about themselves and others. For example, in Nursery, children initially engage in a challenge called 'Me and You: How can we show and tell?' In doing so, they work closely in partnership with their family and school to create a chatterbox to showcase them as individuals – their likes, dislikes, achievements, milestones and things important to them such as their family and experiences outside of school. During this transitional phase, children are supported to both talk about themselves in a positive way and listen to others. EYFS children will be involved in whole school strategies to celebrate effort and achievement.
5. Children are taught and assessed according to the 'Managing Feelings and Behaviour' aspect in the framework. All children, through sustained shared thinking with each other and the teacher, decide on the 'rules' they will work with in their setting. Children of the youngest ages will be shown how to manage their feelings and behaviour appropriately and adults will follow a strategy similar to emotion coaching to help children to identify wrong choices, understand why they are wrong, talk about their feelings and promote positive strategies to help them make better choices. Through the 'How can we help those who help us?' challenge pack, children have visits from, and actively engage with, local police officers. Self-regulation through the development of executive function is paid high regard. Children are taught familiar expectations in society such as lining up, moving around in an orderly and respectful way and showing good listening skills.
6. As above, using emotion coaching as a strategy to identify feelings and behaviours. Children are taught about feelings through stories and every-day life, and become familiar from Nursery with using thinking hats, particularly the red hat, as a tool for empathy. Children are provided with examples of positive role models, both within the school, the community and wider world. This has been achieved through visits to and from local charities, elderly residential homes, environmental workers and conservation areas, the emergency services, local shops and libraries and other services. Children are also taken into the community regularly to observe everything

from local parks and nature, community facilities and observe road safety. They are also involved in helping to assess risk both inside and outside of school.

7. In both Nursery and Reception classes, children will visit and have visits from local churches, libraries, charities, emergency services, health workers and public spaces. This is achieved through a range of challenges in the curriculum focusing on their community.
8. Children learn about culture and traditions both locally and within the wider world. They learn about and celebrate religious festivals such as Diwali, Eid, Christmas, Easter and Chinese New Year. Children within school who celebrate these festivals are encouraged, with their families, to talk to the other children about their lives and experiences. There is particular focus on how we can have differences and similarities to each other at the same time. The challenges also contribute to this learning. As part of the 'People who help us' challenge children have learned about, for example, the differences of farming in rural Britain and rural parts of Africa. As part of the 'How can we make friends far away?' challenge, children link up with another school in the MAT which has a different demographic. From an early age, protected characteristics are highlighted in a positive way, and children learn through both stories, the curriculum, and interactions with other children about different families, abilities and cultures. Attention is paid during pupil progress meetings to any gaps in pupil groups which may indicate a need for prioritising that particular group to close any gaps.
9. Children take part in activities whereby they either mutually make a decision based on sustained shared thinking, or 'vote' for a particular outcome. This can be something as simple as which book they would like to read together, or more challenging decisions about which charity to support for a challenge outcome. Children will either put their name, or photograph if they can write their name, against an image or object and are taught that the most votes is the decision taken. Care is always taken to explain why this is a fair process to young children.
10. Care is taken to promote equality within the environment. At this young age, resources that are mono-cultural or gender specific must be avoided and care taken to ensure that books and stories are reflective of a range of cultures and protected characteristics. Through role-play, positive images for gender and culture are promoted. Children may have, for example, access to a range of Chinese cookware in the home corner, or traditional cultural costumes for dressing up. Ideas of toys/activities or roles for boys/girls will be challenge by adults. Diversity is key to planning the environment in EYFS.

## **SMSC and PSHE**

The procedural knowledge for SMSC breaks down into 4 key areas:

- Citizenship.
- Staying safe and keeping healthy.
- Relationships / feelings and emotions.
- Financial education.

The breakdown of this knowledge for SMSC can be found at Appendix 2.

Some of these areas are also taught within PSHE, with British values woven throughout. The areas of procedural knowledge for PSHE are:

- Keeping yourself safe.
- Relationships.
- Best we can be.
- Physical health and mental wellbeing.
- Citizenship.
- First Aid.

At points, aspects of British values and SMSC will be fulfilled through the quality teaching of PSHE lessons across Key stage 1 and 2.

Our PSHE Curriculum will align to the new statutory guidance coming into place for 2020-21.

## **SMSC and RE**

Throughout school life, children will explore different religions, communities and festivals. Visits to places of worship will take place through the RE curriculum. Our NICER curriculum, especially when linked to the social enterprise aspect, means that children will connect to partners, businesses, organisations and people from different backgrounds, places and parts of life

We will follow Staffordshire's SACRE for the teaching of religious education and this helps us fulfil aspects of the SMSC. The underpinning teaching of the RE curriculum relates directly to SMSC and British values:

1. Exploring: Teaching an increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms. By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community
2. Engaging: A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values. By engaging with fundamental questions, appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions thus gaining skills to be able to relate the things studied and discussed, to their own experience.
3. Reflecting: A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society. By reflecting on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

## **SMSC and Enterprise:**

Enterprise will be a fundamental part of the Curriculum and Learning Approach at Poppyfield Primary Academy. We will look to develop our pupils as creative and innovative thinkers and as learners who apply their skills, knowledge and understanding into real enterprising contexts, both in terms of their classroom based learning and the activity that is undertaken at whole school level. They will be respectful citizens who look to make a difference to the world around them and are globally aware.

It is from the whole school aims that we have based the importance of Enterprise into the whole school ethos. Our NICER Curriculum outlines the priorities for Learning: Now, Independent, Creating, Enterprising and Regional. All teachers plan from these set guidelines, emphasising the importance of Enterprise in learning in the school.

Pupils at Poppyfield Primary develop their creative and innovative thinking in the context of real life enterprise and social enterprise. They use thinking and learning skills to undertake Learning Challenges that allow them to experience opportunities; take risks; make decisions; and allow them to work with Business and Community Partners – all of which will help them in their future lives.

Across the School year, all year groups will undertake topics that contain an Enterprise or Social Enterprise element, which are defined by the topics Learning Challenge. This requires pupils to develop, plan and lead towards an outcome embedded within the topic that either creates an outcome that is:

- Community Enterprise – linked to People (and doing good for people)
- Environmental Enterprise – linked to Planet (and doing good for planet)
- Business Enterprise – all about Profit
- Social Enterprise – that equally considers all of these aspects

Teachers will plan this activity using 2 methods:

- Social enterprise skills ladders: These are progressive skills ladders panning across 9 skills and 5 levels. They support and guide teachers in developing the right teaching content for their class, to differentiate, and to see pupils evidently demonstrating enterprising skills.
- The TASC wheel: This is a practical method that allows for a systematic way of getting things done; the Learning Challenge is framed for the children using the TASC wheel, (either the whole Learning challenge or a sub challenge that is part of the activity) and the children work through the aspects of the TASC wheel to achieve the enterprising challenge.

All children within the school will have relevant opportunities to develop financial understanding and apply this to real outcomes. This will directly relate to the development of skills and using and applying related to the Maths curriculum in school, as well as their use in Learning challenges and whole school enterprises.

Under the profit element of the Social Enterprise skills ladders, there are some key aspects of learning that relate to the handling of money and financial awareness including:

- I understand the concept of social enterprise and that there will be a percentage of our business that supports keeping it sustained. (Level 5)
- I can, as part of our class, decide what percentage will be used to make a positive impact and what this will be. (Level 5)

- I can use mathematical skills to set out costs for supplies, retailing and percentages for profit margins, and work out what we will need to make to run a second enterprise activity (simple cash flow) (Level 5)
- I have actively handled money during retailing and can complete this task accurately. (from Level 3)

The Social Enterprise skills will be the key skills taught and developed when undertaking an enterprise project. These are as follows:

SE1: Ideas Generation

SE2: Market research and understanding of customer demand/need

SE3: Communication

SE4: Negotiation

SE5: Working with others / Working as a team

SE6: Perseverance

SE7: Understanding the aspect of Profit - Economic understanding

SE8: Understanding the aspect of People - Connecting to morals and values, community and society

SE9: Understanding the aspect of Planet - Environmental awareness, locality and impact

Whenever an Enterprise or Social Enterprise activity is being undertaken, whether this is in whole school activity or class based activity, pupils will be working through a process of setting up a real activity and thereby working through a set of steps known as the Steps to Enterprise (often doing this within a TASC wheel process):

1.  Planning
2.  Market research
3.  Budgeting (finance) / Pricing / Expenditure
4.  Design / Set up
5.  Production / Making
6.  Marketing
7.  Trading / Selling / Running
8.  Reviewing / refining

It is the responsibility of the NICER curriculum manager to monitor and assess teacher's use of the Social Enterprise skills ladders, the TASC wheel and the Steps to Enterprise in classes. This is undertaken through planning materials and templates that allow for the tracking of the skills and analysing progression. Where identified enterprise activity is taking place, lesson observations will be carried out informally to look at the practice being used. We will use pupil voice and consultation to gauge where current knowledge and understanding is, so that the implementation of new teaching in class can make impact.

**Appendix 1: SMSC and British values in the NICER Curriculum at Poppyfield Primary Academy**

Year group	Challenge	Outcome	SMSC Aspects
Nursery	How can we show and tell?	Show and tell	Cultural – recognising aspects of ourselves and others  Moral – right and wrong, behaviour
	How can we organise a parade for our families?	Cultural parade	Cultural – art forms, different cultures and traditions from around the world  BV – Democracy in decision making
	How can we make some friends that are further away?	Connection to different community in UK	Social – friendship, citizenship, connection with people from different places  Spiritual / cultural – connection with people from different backgrounds, religions and culture.
Reception	How can we help those who help us?	Café / celebration	Social / Moral – people who help us, make a difference in the world  BV – respect for others in different circumstances and roles
	How can we organise a parade for parade for our families?	Cultural parade	Cultural – art forms, different cultures and traditions from around the world  BV – Democracy in decision making
	How can we make our outdoors magical?	Development of Forest school area	Cultural – art forms  Spiritual – awe and wonder
Year 1	How can we create a soundtrack for Cannock chase story trails?	Fairy-tales and music soundtrack	Moral – morals in fairy-tales  Cultural – music forms
	Produce a comic book of heroes and villains from different times and places		Moral – what makes someone a hero? Values of a good person.
	Plan and design a gallery that brings the seaside to the city	Beach gallery and experience day	Social – connecting to different parts of the UK

			BV – democracy – decision making through process (TASC wheel)
Year 2	How can we tell the story of fire creatively?	Creative communication of theme	Spiritual – rituals and celebrations in religions, Diwali  Cultural – festivals and celebrations
	How can we make something fly?	Kite festival	Cultural – creating festival and celebration
	How can we recreate the countryside in our environment?	Countryside festival	Social – different areas of the UK, different traditions and ways of life in parts of the country  BV – democracy – decision making through process (TASC wheel)
Year 3	How can we raise awareness and support those affected by a natural disaster?	Fundraising / campaign	Social – supporting those less fortunate than us and those affected by natural disasters
	How can we run our own pop-up museum?	Pop Up Museum	Cultural – engagement with museum and heritage sector
	Around the World in 80 Beats	Music album	Cultural – music, cultures from around the world  Spiritual – 7 Wonders of the World, celebrating religion through song
Year 4	How can we promote local health?	Community fitness	Social – healthy living, exercise, connection with local organisations that work to promote fitness
	How can you produce an art gallery to show the history of the world?	Art gallery	Cultural – engagement with artists
	Can we design and make a product which solves a problem?	Dragons den product pitch	Moral – helping people solve real problems  Social - enterprise
Year 5	How can we run a healthy, Fairtrade tuck shop for our school?	Fairtrade tuck shop	Social – enterprise  Moral – the purpose of Fairtrade
	How can we produce a Space game?	ICT experience	Cultural – creative digital outcome

	How can you design an attack proof castle?	Re-enactment	Cultural – performance re-enactment
Year 6	How can we recognise heroes of world wars locally and nationally?	Outcome to recognise heroes	<p>Social – connection with older generation. Connection to locality.</p> <p>Moral – was it right to go to war? Debate.</p> <p>BV – democracy, liberty of rights, being a good citizen, leaving a positive legacy</p>
	How can we produce writing for publication?	Published books	Cultural – engagement with writers, authors and artists
	How can we set up our own social enterprise?	Events company and events	<p>Moral – moving on and forwards in our lives</p> <p>Spiritual – visiting Islamic exhibition</p> <p>BV – liberty of rights, being a good citizen, leaving a positive legacy</p>

## Appendix 2: SMSC and British values procedural knowledge

<b>British Values – SMSC1</b> Rule of Law Tolerance of those of different faiths and beliefs Democracy Mutual Respect	<b>Staying safe and keeping healthy – SMSC 2</b> <u>British Values:</u> Individual Liberty Tolerance of those of different faiths and beliefs
<p>SMSC1.a Can identify why different rules are needed in different situations.</p> <p>SMSC1.b Can explain how my actions have consequences for myself and others.</p> <p>SMSC1.c Can talk and write about my opinions.</p> <p>SMSC1.d Can listen to and show respect for the views of others.</p> <p>SMSC1.e Can respond to or challenge negative behaviours such as stereotyping and aggression.</p> <p>SMSC1.f Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p> <p>SMSC1.g Can make informed choices about my environment and the wider world.</p> <p>SMSC1.h Can identify that circumstances in other countries and cultures may be different from our own.</p> <p>SMSC1.i Can debate and take part in discussion with others about topical issues.</p>	<p>SMSC2.a Can take responsibility for my own behaviour and safety and realise that my actions have consequences.</p> <p>SMSC2.b Can identify what kind of physical contact is acceptable or unacceptable.</p> <p>SMSC2.c Can identify a range of risks in different situations and decide how to behave responsibly.</p> <p>SMSC2.d Can recognise the need for safety rules at home and school, in the playground and local environment.</p> <p>SMSC2.e Can understand the importance of taking care of my own body.</p> <p>SMSC2.f Can make informed choices about healthy eating and exercising.</p> <p>SMSC2.g Can recognise some factors that affect emotional health and wellbeing e.g. relationships with family and friends, physical activity, diet, self-image and media.</p>
<b>Relationships/feelings and emotions SMSC 3</b> <u>British Values:</u> Individual Liberty Mutual Respect Rule of Law	<b>Financial education – SMSC 4</b> <u>British Values:</u> Tolerance of those of different faiths and beliefs Individual Liberty
<p>SMSC3.a Can understand and describe how their bodies and emotions change as they grow older.</p> <p>SMSC3.b Can resolve differences, looking at alternatives, making decisions and explaining choices.</p> <p>SMSC3.c Can explain how to ask for help, recognise peer pressure and understand the difference between positive and negative influences e.g. teasing, bullying and unkindness.</p> <p>SMSC3.d Can empathise with other people and situations through topical issues, problems and events.</p> <p>SMSC3.e Can identify positive things about my own and other people’s achievements.</p> <p>SMSC3.f Can recognise and explain what is fair, unfair, right or wrong.</p>	<p>SMSC4.a Can identify how to look after and handle money in everyday situations.</p> <p>SMSC4.b Can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.</p> <p>SMSC4.c Can identify that there are different ways to gain money including earning it through work.</p> <p>SMSC4.d Can make choices about how money should be spent.</p> <p>SMSC4.e Can identify that families and individuals may have many commitments and may manage their money in a range of ways.</p> <p>SMSC4.f Can understand that it may not be possible to have everything you want straight away, if at all.</p>