

Intent

At The Gates, the aim of our SMSC curriculum is to ensure that pupils leave us with a maturing understanding of the experiences and values of others and a growing sense of identity based on personal values and self-worth within a community.

We believe that our whole-school vision, ethos and aims reflect our intention to incorporate spiritual, moral, social and cultural values into the very fabric of our school ethos and daily life. We pride ourselves on encouraging children to: enjoy learning, have high expectations of themselves, respect each other and fulfil their true potential. We facilitate this by fostering the values of Growth, Achievement, Teamwork, Enjoyment and Success entering the spirit of a 'can do' culture. We believe that through our unique approaches of enriching experiences, assemblies, SMSC focus questions and Big questions, all children are encouraged to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.

Through the use of high-quality reading texts, children are able to explore stimulus for thinking, learn about diversity and are given the opportunity to form meaningful discussions, thus supporting their conceptual and language development. SMSC helps children to think about: the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Aims

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To provide all children with a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to a personal experience.
- To encourage pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment whilst appreciating many other cultures that enrich our school community, local community and country.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Implementation

Curriculum and Planning:

The promotion of pupils' Spiritual, Moral, Social and Cultural (SMSC) education is at the heart of what we do and is everyone's responsibility. SMSC development is promoted not only through planned opportunities across all the subjects of our enriching curriculum, but also through the ethos and culture of the school and the development of positive attitudes and values. Whenever additional opportunities to develop SMSC occur, we seize these moments to further encourage the children's understanding and growth.

SMSC:

Spiritual Development

Spiritual development is essential to helping pupils' value everyone as a unique human being. It involves reflecting on organised religion and the concept of a deity as an important focus of faith for many people. **Our school develops a pupils' spiritual development by:**

- Promoting a climate within which all children can grow and flourish, respect others and be respected, accommodating different and respecting the integrity of individuals.

The Spiritual Development of children is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and 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.

As a school, we aim to support children to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of reflection
- Discuss their beliefs, feelings, values, and responses to personal experiences.
- Have a sense of security, well-being, worth and purposefulness.
- Reflect on, consider, and celebrate the wonders and mysteries of life.
- Value prayer, reflection, and worship by understanding the importance.

The Spiritual Development of a child is evidenced through the following:

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum	RE curriculum planning includes a multi-faith approach based upon the Bolton SACRE document.
Assemblies	Visiting places of worship on a Cycle basis.
Outdoor education	Celebrating celebrations such as Harvest
Whole school targets based weekly themes	Whole school assemblies and celebrations Outdoor learning
Big Question based on dedicated days and themes.	Residential visits Time to reflect upon learning and experiences – Big Question SMSC question links in Topic and Science.

Moral Development

Moral development enables pupils to value and improve their relationships and is central to the smooth running of our school and wider community.

Our school develops pupil's moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious, and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, e.g., personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment where pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, e.g., respecting property, caring for the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts, and assemblies; reinforcing the school's values through images, posters, classroom displays, etc.

The Moral Development of children 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; and
- 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.

As a school, we aim to support children to:

- Recognise the unique value of each individual.
- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Make informed and independent judgements
- Have respect for others' needs, interests, and feelings, as well as their own
- Develop a desire to explore their own and others' views
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration from others.

The Moral Development of a child is evidenced through the following:

Moral Development	
Provision	How it is evidenced
School behaviour Policy and Code of Conduct	Celebration of children achieving Star of the Week certificates and Golden Book nominations
Religious Education and PSHE curriculum	Head teacher's Award Anti-bullying activities
Pupil Voice	Online Safety teaching
School Council	Whole school Assemblies and the explicit discussion of school values
Head Boy, Head Girl	SMSC questions woven into afternoon led work.
Taking part in Charitable projects	Big Question discussions PSHE curriculum Charity appeals and fundraising days.

Social Development

Social development is the foundation for education in PSHE and extra-curriculum activities at The Gates Primary School.

Our school develops pupil's social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive British values
- Promoting racial, religious, and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils to develop personal qualities, which are valued in British society, e.g., thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

The Social Development of children 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute in modern Britain.

As a school, we aim to support children to:

- Use appropriate and sensitive behaviour in a range of social contexts
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share their views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property, and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family and the school

The Social Development of a child is evidenced through the following:

Social Development	
Provision	How it is evidenced
PSHE Curriculum	Pupil Groups: School Council, Inclusion Champions, Reading Buddies,
Working together in teams	Prefects, Digital Leaders and Eco Leaders.
Pupil Voice	Play Buddies
School Council	Aspirations Day and Takeover Day
Extra-curricular activities	Educational visits including Year 6 residential
The Arts Curriculum	A variety of after school clubs offered to all children
Outdoor Education	Transition visits
PE curriculum	Participation in Charity support: Children in Need, Red Nose Day, Fundraising days for chosen charities
	Participation in sporting events/competitions

Cultural Development

Cultural development enables pupils to appreciate that creativity and imagination is stronger because of the communities and society to which they belong.

Our school develops pupil's cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging pupils to think about special events and celebrations in their own and other cultures
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, and gallery visits and through links with other school.

The Cultural Development of children 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 wide 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.

As a school, we aim to support children to:

- Learn about and experience the diversity of other cultures both within modern Britain and throughout the world
- Reflect on important questions of meaning and identity
- Exploring the relationship between human beings and the environment

The Cultural Development of a child is evidenced through the following:

Cultural Development	
Provision	How it is evidenced
School Visits and trips Participation in the Arts Curriculum MFL	School visits to museums, concerts and places of worship. Meeting authors Opportunities to take part in school productions and performances Phase assemblies with links to Big Questions Termly trips linked to RE, geography, history, science Opportunities for individual instrumental lessons Visits from people of different cultures MFL curriculum Sports Day After school activities Theme weeks e.g., Diversity week, Best of British Week, Book Week/Day

British Values

The DfE have identified the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of **democracy, the rule of law, individual liberty, mutual respect and tolerance** of those with different faiths and beliefs.”

The Gates recognises the multi-cultural, multi-faith and every-changing nature of the United Kingdom. Therefore, we follow equal opportunities guidance, which guarantees that there will be no discrimination against any individual or group. We are dedicated to ensuring that our curriculum promotes and reinforces British Values to all its pupils. These values are woven throughout our curriculum and are also reinforced in the following ways:

Democracy:

Democracy is richly embedded within the school. Pupils can have their voices heard through School Councils, pupil consultations, democratic votes allowing children to have their say, meetings with the Head teacher and through being prefects. Our school behaviour policy involves rewards and sanctions; this is shared through all aspects of school life and shared with parents, carers, and children.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and our PHSCE Curriculum. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are a regular part of our curriculum and help reinforce this message. At The Gates Primary, we help children distinguish right from wrong and ensure school rules and expectations are clear and fair.

Individual Liberty:

At The Gates, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for all pupils to make choices safely, through provision of a safe environment and an empowering approach through the education. Pupils are encouraged to know, understand, and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety and personal development lessons. Children are encouraged to take responsibility for their behaviour and the school implements a strong anti-bullying culture. Pupils are further empowered through being part of a school council. Pupils are given the freedom to make a wide range of choices from attending extracurricular clubs to supporting fund raising events.

Mutual Respect:

‘Respect’ is at the heart of the school. Children learn that their behaviours influence their own rights and those of others. All members of the school community treat each other with respect. It is shared with home through newsletters and website information. Throughout school, adults’ model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated through our classroom and learning rules.

Tolerance of those of Different Faiths and Beliefs:

‘Tolerance’ is taught explicitly, and the school promotes respect for individual differences as part of the RE and PHSCE curriculum. Discussions involving prejudices and prejudice-based bullying have been followed up and supported by learning in RE and personal development. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Big Questions:

The Big Question curriculum at The Gates has been carefully planned by the subject leader to match the DfE document 'Promoting fundamental British Values as part of SMSC in schools'. Each half-term, new themes, relevant to the school priorities and national agenda are planned in for children to learn about and discuss in allocated Big Question time, twice a week for at least 10 minutes, in the classroom and during phase assemblies.

Teachers will use the school's medium-term plans, supported by a wide range of teaching and learning resources to develop children's knowledge, skills and thinking. Each medium-term plan includes a question, knowledge, and a list of vocabulary to be taught. As the children progress through the school, the Big Question theme is built upon across all key stages to allow the children to develop an in-depth understanding of the theme, what it is, the impact and how it can affect them personally. In addition, it enables the children to build upon their prior learning and explore a range of values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.

The Gates Golden Goals:

The Gates Golden Goals permeate through all aspects of school life and are intended to support the personal, social, and spiritual development of every pupil throughout the school. They aim to develop skills which are pivotal for life now and in the future whilst also linking to the current 'GATES' values in a way that children can relate to and understand.

The Vision

- Growth
- Achievement
- Teamwork
- Enjoyment
- Success
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The Gates Golden Goals

- Independence
- Resilience
- Collaboration
- Engagement
- Progress
- Respect

Each half term, a new Golden Goal is chosen as a focus throughout the school. Each week, classes work towards achieving a whole-school target and star of the week, providing children with the opportunity to recognise their individual worth and develop strong values, purposeful in becoming reflective learners and confident members of society.

The Gates Golden Goals are characteristics we teach the children which support positive behaviours and attitudes. These characteristics are: Independence, Resilience, Progress, Teamwork, Collaboration and Engagement. The goals are woven into all aspects of school life, including school targets and other achievements. Children are taught these characteristics throughout the year, and encouraged to identify examples of where they have demonstrated the goals. The Gates Golden Goals are displayed in all classrooms as part of the Personal Development Display and through the use of Mind Maps.

House Team Leaders

To further develop SMSC within the school, the House Team Leaders have been revised to reflect current, significant individuals who each represent a diverse group in society.

The new leaders and the group they represent can be found below:

Sir Captain Tom Moore- Significant to the COVID pandemic

Alan Turing- an individual in the LGBT community

Sir David Attenborough – Promotor of environmental issues and sustainability

Helen Keller - an individual who promotes inclusiveness

Florence Nightingale - an individual who is significant to UK History

Dame Kelly Holmes – An athlete who promotes healthy living and lifestyles

Children are given the opportunity to learn about the house team leaders through house-team mornings and learn in more-depth the theme their leaders represent.

Inclusion:

Personal Mentoring

Children who have identified as vulnerable or needing additional support in their personal development: socially, morally, spiritually, and culturally are allocated a school staff mentor to meet with weekly to support their needs.

Other relevant documentation: Anti Bullying Policy, Behaviour Policy, Equality Policy, and the Racism Policy

Enrichment:

Links with the Wider Community

Visitors are welcomed into school on a regular basis to enrich the curriculum. The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

Extra-Curricular Activities.

Personal development is further enriched through a wide range of extra-curricular activities (e.g., Sport, Mindfulness, Art, Board Games, Science, and Gardening) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Homework Webs

Homework webs are created to sit alongside units within school and are sent home every half term to further promote learning opportunities for the pupils and as a way to guide and support the learning of topic at home. Each half term, teachers add a 'Personal Development' activity to promote SMSC at home.

Impact

Through the entirety of our work and range of partnerships, our pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities, and duties of citizenship. We will equip them with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will develop responsible young people who support and positively value community cohesion.

By offering every child, whatever their own individual characteristics, the chance to achieve their full potential, we believe they will achieve high standards, providing foundations for children to become a responsible member of society and keen to make a positive contribution.