

Park Brow Primary School



Spiritual, Moral, Social and Cultural Development

Introduction

At Park Brow Primary School our core belief is that ***“Together we can make a difference.”*** British Values, The Kirkby Child and our Five Special words; Respect, Happy, Caring, Potential and Pride underpin our work.

Our whole school curriculum vision:

Park Brow will be at the heart of the community. Partners, ‘Making a Difference Together’ so that our pupils leave Park Brow School with the skills to be confident, knowledgeable learners, aware of their own strengths/talents and with clear future aspirations to dream, achieve and be the best they can. Working alongside our Secondary Colleagues to ensure this journey has a fluid curriculum transition based on shared values.

INTENT

To ensure that our children are preparing themselves to be Good Citizens of the Future, and are able to access an ambitious curriculum now and in the future. We aim to provide a curriculum that is rich in spiritual, moral, social and cultural development and to enhance their personal and mental well being.

- **Spiritual development** relates to that aspect of inner life through which our children acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religious; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose

- **Moral development** is about building a framework of moral values for our children, which regulates their personal behaviour. It is the development of our understanding of society's shared and agreed values; including an understanding that there are contentious issues where there is disagreement, and that society's values change.
- **Social development** is about helping our young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a multi-racial, multi-cultural society.
- **Cultural development** is about our children understanding their own culture, other cultures in Salford and Greater Manchester and in the UK as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.

At Park Brow Primary School children:

- ✓ Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity, developing curiosity in their learning
- ✓ Develop and apply an understanding of right and wrong in their school life and life outside school;
- ✓ Take part in a range of activities requiring social skills, including sports clubs, collaborative learning etc.
- ✓ Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, sexual orientation, culture and disability;
- ✓ Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- ✓ Develop resilience to overcome any barriers to their learning;
- ✓ Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music, art and literature;
- ✓ Develop the skills, knowledge and attitudes to enable them to participate fully and positively in a democratic, modern Britain; and Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

IMPLEMENTATION.

In January 2020 an evaluation on the provision of SMSC across the school took place. The findings are outlined below.

CURRICULUM DRIVERS

Within the OFSTED curriculum requirements September 2019 staff have created a truly creative and ambitious curriculum tailored to the needs of our children and built on sequenced and progressive Knowledge and skills. There may be times when specific programs will be developed to meet the needs of individual or groups of pupils. We considered the social, moral and spiritual areas that we could further enhance through our curriculum. In addition to the statutory coverage of key National curriculum objectives staff decided upon the explicit promotion of:

- **Knowledge and understanding of the world**
- **Possibilities**
- **Emotional awareness**

These were chosen specifically to build on areas that contextually would enhance our pupils own personal development and experience of the world (see creative curriculum policy)

CURRICULUM DRIVER	EXAMPLE OF COVERAGE
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	<p>Y4 : Knowledge and understanding of the importance of The Romans – Pupils explore how the Romans shaped present day. This is put into the context of the local area of Chester. A visit to Chester to take part in an archaeological dig and to spend the day with a Roman Soldier exploring the city walls and its Roman influence in action.</p> <p>Y2: Knowledge and understanding of the importance of The Great Fire of London- Pupils explore The Great Fire of London and its significance to national and global significance. Pupils culminate their experiences through a drama workshop transporting themselves back to that time in History.</p>
POSSIBILITIES	<p>Y3: Stone age to iron Age. Pupils learn about sources of information including fossils. Pupils become archeologists as they understand, create and search for fossils. This is further embedded as pupils visit Yorkvik and take part in an archeological dig for evidence of The Vikings.</p> <p>Y5: Building on Year 2 and The Great Fire of London, Year 5 read ‘The London Eye Mystery’ within their Power of Reading lessons and take a trip down to London by train. Expanding boundaries beyond Kirkby and Liverpool.</p>
EMOTIONAL AWARENESS	<p>Y3- Design Technology Product Design – Pupils link this to their Power of Reading Book ‘The Plastic Bag’ Pupils investigate how they can change the plastic bag to make an impact on global pollution and its impact on animals and humans (Science topic)</p> <p>Y4: Science Living Things and habitats. Pupils explore through their Power of Reading Book ‘The Great Kapok Tree’ how habitats are being destroyed through deforestation. Pupils work with LFC Foundation to create their own forest within the school grounds.</p> <p>Y4: Science States of matter, PE Healthy Minds, MFL Family, PSHE People around us. This is cumulated in The Power of Reading Book ‘Edward Tulane’ which explores different types of relationships, gender stereotyping and how families can all be different.</p>

BRITISH VALUES

The DfE have recently reinforced 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 and mutual respect and tolerance of those with different faiths and beliefs.”

Park Brow is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The school, accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

The Government emphasises that schools are required to ensure that key ‘British Values’ are taught in all UK schools. The government set out its definition of British values in the ‘Prevent Strategy’ – values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Park Brow Primary School promotes and upholds the British Values of Democracy, the rule of law, individual liberty, mutual respect and tolerance. In KS2 dedicated weekly PSHE/SEAL sessions have been audited and edited to now fully incorporate the promotion of the outlined British values.(See specific scheme of work). In addition the five values are taught within stand alone sessions across the school. The values are:

An understanding of democracy is developed through our school's **council**. Council members and Head Boy and Girl are selected through an election process. Council meets once a month to bring to the table any issues or ideas from their class. In addition, they are consulted about their ideas for school improvement and in policy making. They also encourage engagement of pupils views through their own school notice board. Our School Council also makes decisions within the Kirkby Collaborative School Council network. Pupils views are sought through pupil questionnaires. In addition the school has visits from Knowsley’s M.P RT Hon G Howarth and Knowsley’s Lady Mayor. Opportunities also exist for pupils to visit Parliament in London (Year 5) and Knowsley Council Meetings.

An understanding of the rule of law is developed through class and assembly discussions around the rights and responsibilities of the pupils. This informs relationships and behaviour in school. Based on our five special words, children have discussed and compiled the responsibilities they will be held accountable for. This shapes classroom and school rules and supports a review of our Behaviour Policy which is based around a Rights and Responsibilities Policy. Our five special words underpins the ethos of our school. This known and shared across the school. Weekly assemblies promote our School and Kirkby Child Values. The school also has regular planned visits from the community police, civil action and the fire service. It will also draw on support for individuals or families who may require additional community support.

An understanding of civil liberty (freedom of speech, freedom of movement, freedom of assembly, freedom of association and freedom of religious worship) is developed through pupil voice, pupil choice and pupil influence in the curriculum and in all aspects of school life. Working closely with LFC in the community pupils have had the opportunity to develop this further alongside other schools. Assemblies are used to explore this area and posters around the school support the message ‘when you are strong enough to be yourself you allow others to fly’ Pupils are taught how to make choices including that of keeping themselves safe.

An understanding of respect and tolerance is developed through our school ethos, our mission statement and our rights and responsibilities. Respect is one of The School's and The Kirkby Child core values which has been discussed in depth and shared with businesses within our community. The Kirkby Child is displayed in all local businesses. Our school is also a Stonewall member and its resources are used regularly in school.

Other values are developed through Collective Worship, class assemblies and PSHE. The school also participates in The Fire service respect program and also LFC Foundation PSHE program.

SMSC OVERVIEW

SCHOOL ASPECT	EVIDENCE			
	Spiritual	Moral	Social	Cultural
Assemblies/theme days (see Assembly Calendar)	<p>Reflective assemblies develop understanding of the Christian and alternative faiths.</p> <p>Weekly good work assembly – reflection and celebration of learning.</p> <p>Christmas/Easter assemblies and productions celebrate key Christian/alternative festivals.</p> <p>Weekly School assemblies promote thinking and reflection time.</p> <p>Religious Education and the celebration of different faiths is planned across the school using</p> <p>The Wirral Scheme of Work.</p>	<p>Macmillan Coffee Morning Foodbank collection. Comic Relief. NSPCC fundraising. Children in Need. Red Nose Day. Christmas Jumper Appeal.</p> <p>Assemblies on anti -bullying support whole school weekly focus on strategies to support anti -bullying.</p> <p>E safety is planned across the curriculum as well as identified Internet Safety Week.</p> <p>Stonewall – Free materials are used in an age appropriate way in KS 2.</p>	<p>Weekly attendance and start of the week assembly focuses on social skills.</p> <p>Walk to school week.</p> <p>Road Safety.</p> <p>Transition.</p> <p>Anti bullying week.</p> <p>Sharing of Talents in assembly.</p> <p>Kirkby School Council – fortnightly meetings.</p> <p>Knowsley Sporting Events and their celebration.</p>	<p>Black history month</p> <p>Celebrations of cultural diversity</p> <p>Fair-trade week</p> <p>Weekly composer theme</p> <p>Artist theme weeks</p> <p>Recognising and nurturing individual talents.</p> <p>Raising aspirations through Kirkby Child aspirations and hard work theme.</p> <p>Visits by athletes –Beth Tweddle, Womens FA etc.</p>

<p>Clubs</p>	<p>Adventurous weekly lunchtime club.</p>	<p>Lunchtime Homework club-opportunity for those children who do not get the opportunity to complete homework at home.</p> <p>School Council.</p>	<p>Beth Tweddle gymnastics</p> <p>Active Sports club providing a wide variety of sports across the school.</p> <p>LFC Foundation Football Club.</p> <p>Lunchtime Art Therapy Club.</p> <p>Drama Club.</p>	<p>Art club</p> <p>Lego club</p> <p>Performing Arts Club.</p> <p>Singing Club.</p>
<p>Play time provision</p>	<p>Provision allows for a variety of activities including quiet reflection and reading. (Designated reading areas- African Hut ks2, Reading shed ks1)</p> <p>Gardening (seasonal)</p>	<p>Children are encouraged to engage in friendly co-operative play at break and lunchtimes.</p> <p>Restorative practices are used to resolve conflict.</p> <p>Safety and rules are promoted and reinforced on the playground.</p>	<p>Children are engaged in peer conversations and games at playtime. Social groups across year/gender are encouraged.</p> <p>Adults support children in developing relationships and fair play.</p> <p>Outdoor gym equipment to promote health and well being.</p> <p>Active Soccer Coaches promote fair play on the MUGA.</p> <p>Playground buddies.</p>	<p>Children have access to a wide range of sports/exploratory activities: adventure climbing.</p>
<p>Visits and visitors</p>	<p>Weekly visits from local Reverend to assembly EYFS.</p> <p>KS2 church visits and Christmas production at St Martin's Church.</p> <p>Visits to local Hindu Temple and its continued links.</p> <p>Visits to both Liverpool</p>	<p>Weekly reflective assembly-moral theme.</p> <p>NSPCC assemblies- Signs of abuse, Internet Safety.</p> <p>NSPCC Internet safety for parents.</p> <p>Bully Busters.</p> <p>Altru theatre Internet safety</p>	<p>Authors linked to our Power of Reading themes e.g. Sophie Anderson.</p> <p>CLC and High Impact visits across the school to ensure preparation for current and future developments in Computing.</p> <p>LFC Foundation developing/</p>	<p>Fun food chef-Food preparation from different cultures.</p> <p>Emily Hennesey storyteller- Stories from around the world.</p> <p>Kirkby Collaborative celebration of achievement event.</p> <p>Author Kate Pankhurst visit to school. " Mariella Mysteries</p>

	<p>Cathedrals.</p>	<p>in Years 4,5 and 6. Whats in an App.</p> <p>Liverpool School Improvement Internet Safety (alternates with NSPCC)</p> <p>Barnados.</p> <p>Knowsley Lady Mayor.</p> <p>Rt Hon George Howarth.</p> <p>Community Police Officers.</p>	<p>debating themes around;</p> <p>Knife Crime, Racism, Homelessness, drug and substance abuse. Mental Health, Fundraising, Campaigning, volunteering and Mentoring.</p> <p>Road safety and Scooter safety – Knowsley LA Road safety Team.</p>	<p>Altru Theatre yearly performance linked to a cultural tale.</p> <p>Tracey Collins storyteller- Maori legends</p> <p>Library visits</p> <p><u>Trips</u></p> <p>Speke Hall</p> <p>Delamere Forest.</p> <p>Knowsley Safari Park.</p> <p>Chester Zoo.</p> <p>Spaceport</p> <p>Blue planet</p> <p>Liverpool Museum.</p> <p>World Museum.</p> <p>Tate Gallery.</p> <p>Liverpool Cathedrals.</p> <p>Lake District.</p> <p>Philamonic Hall.</p> <p>London.</p> <p>York.</p> <p>Wales.</p> <p>Catalyst Museum.</p> <p>Ormside – Peak district.</p> <p>Barnstondale _ Wirral.</p>
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<p>School environment</p>	<p>Places for quiet reflection- quiet room, reading caravan, performing arts room.</p> <p>Thought provoking displays in shared areas to encourage reflection.</p>	<p>The entrance hall displays the certificates from the school's charity work and awards for achievement for the school itself and individuals.</p> <p>Safety messages are reinforced around school.</p> <p>Assembly Themed Board</p>	<p>Children move quietly throughout school.</p> <p>Children open door and wish visitors good day.</p> <p>Positive attitudes and collaborative learning in classrooms.</p> <p>Stonewall displays e.g different families same love.</p> <p>Monitors – Librarians, play leaders, reading buddies, register monitors etc.</p> <p>Special Words Board shared in school agora.</p> <p>Interactive displays engage pupils in social communication.</p>	<p>Art display from different cultures.</p> <p>Celebration of talents and skills through work and homework.</p> <p>Displays reflect a variety of subjects to enhance pupils interest and cultural experiences.</p>
<p>Core subjects</p>	<p>Children asked to reflect on their own learning.</p> <p>Children asked to think critically: during work on calculations children critically assess their own work and the working of others.</p>	<p>Through guided reading children are encouraged to consider characters motives, points of view and consider moral dilemmas.</p>	<p>In lessons children complete a variety of types of activities including peer marking, collaborative learning and group work.</p>	<p>Children study rich, quality text that come from English and foreign cultures.</p> <p>Power of Reading develops pupils understanding of a wide range of cultural experiences e.g. India Year 2.</p>
<p>Non- core /Creative curriculum</p>	<p>Wirral R.E curriculum-eg New beginnings, Good news, worship , Judaism, Salvation, Sacrifice, special people.</p>	<p>Y3-our world-Environment Y4-rainforests-protection Y6 Money Matters.</p> <p>Swimming lessons y2-y6</p> <p>Power of Reading links themes together.</p>	<p>Disability sport promoted through school</p> <p>PSHE –e.g. living together, diverse world, support networks, family life.</p>	<p>Spanish culture through dedicated Spanish teaching.</p> <p>RE-sacred books Wider cultures Antartica India, Africa. Greece</p>

				Spain. Mayan Civilization. North America.
School website	School ethos shared with parents School twitter feed shows evidence of children reflecting on their work and others.	School behaviour and discipline policy on website.	School website links to school twitter feed. The feed covers many aspects of SMSC.	Creative curriculum is on the website demonstrating the cultural aspects of our curriculum. Including Capital Culture.
Behaviour expectation/rewards/sanctions	Clear time for reflection and opportunity to redeem behaviour at all times.	Clear rewards and sanctions for positive behavior.	Individual smileys and class smileys used to encourage own personal target and collaboration. Expected behavior and code of conduct shared and clear systems in place to ensure clarity. Kids in Mind supports individual pupils. Nurture Groups.	Crime and punishment. Victorians.