



# Newall Green Primary School

*Aiming High To Reach Our Goals*

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH  
 Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



## Social, Moral, Spiritual & Cultural development Policy including British Values & Citizenship Policy

<b>Document Control</b>	
Title:	Social, Moral, Spiritual & Cultural Development Policy including British Values & Citizenship Policy
Version	3
Date:	Nov 2018
Supersedes:	Version 1 and version 2
Amendments:	To emphasis that spirituality need not be linked to religion Change page 4 & 5 on the SMSC policy to read Pupil Progress Meetings (PPM) instead of RAPs.
Related Policies / Guidance:	EYFS Policy SEN Policy Equality /Inclusion Policy
Review:	April 2021 –or if sooner if needed

<b>Owner</b>	Cat Campbell	
<b>Approved by:</b>	Governors	<b>Date:</b> 27/04/18
<b>Last reviewed on:</b>	27/04/18	
<b>Next review due by:</b>	27/04/21	

## Contents

1. Aims.....	.....
2. Legislation and guidance .....	.....
3. Roles and responsibilities .....	.....
4. Organisation and planning .....	.....
5. Inclusion.....	.....
6. Monitoring arrangements .....	.....

### 1. Aims

The aim is to provide a curriculum where the skills to be a responsible citizen are developed so that each pupil has a skill set which enables them to flourish as an adult and achieve and appreciate the goals that they set for themselves. Providing a curriculum that allows many opportunities to develop the skills listed under the Spiritual, Moral, Social and Cultural headings will enable our pupils to represent the school well, to become thoughtful, caring and active citizens and to have access to knowledge, understanding and opportunities within society.



### Spiritual Development:

Spiritual development is connected to children's efforts to understand the meaning and causes of life experience.

The skills required are to be able to question, reflect on their own and others' experiences, debate, respect and to develop enjoyment in learning, imagination and creativity.

- All learning opportunities within school should promote spiritual development. By providing opportunities where a pupil can understand what spirituality is and experience situations, that for themselves, cause a reaction of awe and wonder then appreciation and development of spirituality occurs.
- Outdoor learning and the wider curriculum are planned carefully so that opportunities are captured for pupils' spirituality to grow. This is tied to reflective thought and concerns about questions such as:
  - What is the meaning of and purpose of my life?
  - Who am I? Why am I here?
  - What is my future?
  - What defines the differences between right and wrong? Why should I act rightly? Why is there so much wrong in the world?
- Our pupils come from a diverse range of religious traditions, each of which is celebrated. Children are given opportunities to learn about their own religious traditions and beliefs and the beliefs and traditions of other religions.
- The RE curriculum is welcoming and inclusive of all major world religions with time given to explore own beliefs and share these with others, this is supported by the Peace Mala ethos. We now have Peace Mala accreditation and are one of the only primary schools in Manchester to have this.

- Collective Worship focuses on reflection and allowing children to explore their own spirituality

### **Moral Development:**

Distinguish between right and wrong / English law / consequences of behaviour, actions / offer reasoned views and appreciate views of others.

- Our PATHs Curriculum encourages children to know right from wrong and express views on moral and ethical issues.
- Our behaviour policy focuses on choices which helps children to explore the consequences of own actions
- Children have a shared set of common values, encouraged and developed by school ethos/vision
- Student council and sports council represents the voice of the pupils within school

### **Social Development**

Social skills when working with others, resolve conflict / British values.

- Regular trips and visitors help children to understand that lives can be different to their own.
- Regular circle time allows children to be reflective and respect others' beliefs and traditions.
- PATHs Curriculum helps children learn how to interact appropriately with others.
- Our children have good social skills, with visitors often commenting on their manners and the calm atmosphere around school.
- Community links have been established with other schools (NGHS, Benchill and Baguley Hall schools) for student council activities, Peace mala days & Able maths / literacy days.
- Pupils are involved in extracurricular activities such as inter school sporting competitions.
- Many clubs run after school or through lunch such as hula hoop, multi skills, street dance etc. – a full list can be obtained from the office staff.
- Collective Worship/SEAL/PSHCE curricula encourages children to embrace new experiences and broaden their understanding of themselves and others.
- Our children appreciate cultural differences and influences on theirs and other's heritage.
- Diversity is encouraged within school with traditions of many groups celebrated in school.
- We have links with a number of centres of religion such as St Martins church, The Guru Wari centre,

### **Cultural Development**

Appreciate cultures of others relevant to their setting, own community, understand range of cultures that make up modern Britain / Britain's democracy / artistic, musical, sporting, cultural participation/ interest in and respect and tolerance for faiths, cultures, locally and globally.

- High standards of behaviour are expected from the children within school (see Behaviour Policy)
- Children are part of the decision making process for Peace Pals & behaviour management
- NGPS 'Charity Angels' are a group of children who work within school to develop an understanding of the local organisations that support others and share this message through fundraising ventures.
- Student council promote the democratic processes within school supported by visits from the Mayor and trips to the Houses of Parliament and Manchester Town hall
- Pupil Voice is used to support decision making within school.

### **British values & Citizenship Development**

Developing confidence and responsibility and making the most of their abilities/ Developing a healthier and safer lifestyle/Developing a good relationship and respecting the differences between people/ Preparing to play an active role as citizens.

- By teaching the British values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.
- Cross curricular activities are planned that provide opportunities for children to develop their skills so that they can play an active role within the community.
- Children are part of the decision making process for charity work within the community through the 'Charity Angels.'

- Student council promote the democratic processes within school supported by visits from the Mayor and trips to the Houses of Parliament and Manchester Town Hall
- Pupil Voice is used to support decision making within school.
- Opportunities to learn about Parliament, law making and democracy are built into the curriculum.
- The Peace Mala rules/ Golden rules are specifically taught. These are courage, empathy, tolerance, respect, compassion, forgiveness and patience.

## 2. Legislation and guidance

An effective social-cognitive programme is important because children often show difficulties in social problem solving, self-control, affective understanding and self-esteem. The PATHS programme provides teachers with a systematic developmental procedure for enhancing social competence and understanding in children.

### 3. Roles and Responsibilities

#### 3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

3.2 Executive Head Teacher and Head of School are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the SMSC + BV&C curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the SMSC + BV&C curriculum is adequate and is reviewed by the governing board

### 4. Organisation and planning

**The opportunities for teaching** SMSC + BV&C can be found in the long term planning file.

These opportunities are supported by the Growing and Changing curriculum

PE – Healthy Lifestyle curriculum

RE – Manchester syllabus

Mathematics –money management

### 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to ensure that a child is developing their skills in the 4 conceptual units:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can engage with the PATHS programme, wherever possible, and ensure that there are no barriers to every pupil achieving.

Children who are having difficulty developing the skills will work in targeted group sessions within the 'Star Room.'

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PATHS lessons.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits, meetings with the school council, feedback from learning walks, Newsletters outlining the overview of the curriculum and feedback from assessment data from the non-core and core subjects.

Subject Leaders & Senior Managers (SMT) monitor the way their subject is taught throughout the school by:

- Pupil Progress Meetings (PPM) planning reviews, learning walks, book reviews, data analysis to inform discussions at Pupil Progress Meetings (PPM)s and to monitor individuals progress.
- Reviewing class diaries for visual record of activities taking place
- Teachers/subject leaders/and SMT also have responsibility for monitoring the way in which resources are stored and managed using the SIMs data systems.

This policy will be reviewed every three years or if needed due to guidance changes by the Head of School. At every review, the policy will be shared with the full governing board.

The PATHS programme includes four conceptual units:

- Emotional understanding
- Self-control
- Social problem solving
- Peer relations and self-esteem.

It addresses the following goals:

- Increased self-control with the ability to be able to stop and think before acting when upset or confronted with a conflict situation.
- Lessons in this area also teach identification of problem situations through recognition of 'upset' feelings.
- Attributable processes that lead to an appropriate sense of self-responsibility.
- Increased understanding and use of the vocabulary of logical reasoning and problem solving.
- Increased understanding and use of the vocabulary of emotions and emotional states.
- Increased ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.
- Increased understanding of how ones behavior affects others.
- Increased knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.
- Increased ability to apply social problem-solving skills to prevent and/or resolve problems and conflict in social interactions.

These units are integrated within the lessons and are covered at the appropriate developmental level during each year.

- Emotional Understanding

The lessons on emotional understanding cover approximately 30 different affective states and are taught in a developmental hierarchy beginning with basic emotions and later introducing more complex emotional states. As the ability to label emotional states is a central focus, major emphasis is placed on encouraging such labelling as a precursor for effective self-control and problem resolution. The children are also taught cues for the self-recognition of their own feelings and the recognition of emotions in others, affective self-monitoring techniques, training in attributions that link causes and emotions, perspective taking skills in how and why to consider another's point of view and information regarding how the behavior of others can affect oneself. These lessons include group discussions, role playing, art activities, stories and educational games.

- Self-Control

The second unit focuses on self-control, a prerequisite for effective problem solving. In this section, emotions such as anger and frustration are discussed, differentiations are made between feelings (all feelings are ok to have) and behaviours (some are ok and some are not ok) and modelling and role play are utilised to teach children new ways to recognise and control anger.

- Social Problem Solving

The third focus of the curriculum teaches interpersonal problem solving. The previously taught skills in emotional awareness and self-control are prerequisites for learning competent interpersonal problem solving. Beginning in an informal, active manner children are taught the steps of social problem solving. Beginning in Year Four, children receive formal lessons on each of the following steps:

### **Stop – What Is Happening?**

Stopping and thinking

Problem identification

Feeling identification

## Get Ready – What Could I Do?

Deciding on a goal

Generating alternative solutions

Evaluating the possible consequences of these solutions

Selecting the best solution

Planning the best solution

## Go! Try My Plan

Trying the formulated plan

Evaluate- How Did I Do?

Evaluating the outcome

Trying another solution and/or plan, or alternatively re-evaluating the goal, if an obstacle results in failure to reach the intended goal.

- Peer Relations and Self-Esteem

Issues regarding friendship and peer relations are introduced throughout the PATHS programme. This occurs both in the context of feelings as well as through role playing and thinking about how to solve problems that arise with friends. The issue of self-esteem is covered in a variety of ways including the use of a regular activity of giving compliments (The PATHS Pupil of the Day).

- Developmental and Primary Levels

PATHS is intended to be used beginning in reception and extending throughout primary school years. Emotional understanding and self-control are taught during Year two, year Three and Year Four. Social problem solving is taught primarily in Year Four, Year Five and Year Six, lessons are introduced to cover more cognitively complex situations and concepts.

The conceptual units are addressed through:

- Role play
- Drama
- Use of imagery / music to develop strategies to deal with emotional responses
- Discussion
- Reflection
- PATHS pupil of the day
- Certificate for PATHS pupil with comments from peers & teachers
- Activities are recorded in the class diary where tasks are practical

The PATHS programme is monitored using

- Book reviews
- Learning walks
- Planning reviews
- Assembly monitoring

RE is monitored through Non-core Pupil Progress Meetings (PPM)