

**Queensbridge Primary School:**  
**SMSC Policy**  
**Creating Future Stars!!**

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future.

We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

*Happy children make good learners!*

Sarah Bailey 2014

**Aims & objectives of SMSC**

At Queensbridge we believe that SMSC should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community and in doing so we help develop their sense of self-worth. We teach them how society is organised and governed. In each year group Queensbridge gives children an experience of the process of democracy through our Class Councils. We teach children about their rights and their responsibilities. SMSC at Queensbridge provides children with the tools to become a positive member of a diverse multicultural society.

### **Spiritual development**

Build self-esteem through learning experiences  
Develop a capacity for critical and independent thought  
Foster a positive emotional life and be able to express feelings  
Experience moments of reflection  
Discuss their beliefs, feelings, values and responses to personal experiences.  
Form and maintain worthwhile and satisfying relationships

### **Moral Development**

Recognise the unique value of each individual.  
Listen and respond appropriately to the views of others.  
Gain the confidence to cope with setbacks and learn from mistakes.  
Take initiative and act responsibly with consideration for others.  
Be able to make informed moral judgements  
Show respect for the environment.

### **Social Development**

Learn and use social skills in different contexts  
Participate in a variety of social settings  
Cooperate well with others  
Be able to resolve conflicts effectively  
Respect and contribute to the community  
**Understand their role as citizens of the UK and the world**

### **Cultural Development**

**Recognise the value and richness of cultural diversity in Britain**  
Develop an understanding of their social and cultural environment.  
Understand, accept and celebrate different religious, ethnic and socio-economic groups in local, national and global communities  
Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.  
**Explore and debate British values including issues of identity and belonging**

### **Teaching and learning and inclusion**

At Queensbridge we encourage active learning by including the children in discussions, investigations and problem solving activities. We also encourage children to take part in a range of tasks that promote active citizenship, for example charity fundraising, planning of special school events (such as an assembly), involvement in helping other individuals or groups less fortunate than themselves. Our restorative justice approach allows pupils to, through discussion, resolve any conflicts. Children are given the opportunity to hear visiting speakers, such as health workers, police and fire service, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We also provide for SMSC education through:

Values -We have established **respect, collaboration, perseverance and possibilities** as our Queensbridge values. These values are embedded through assemblies but they also permeate the whole curriculum and act as the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values, and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners.

We aim to do this by:

- Ensuring that the school's institutional values are consistent with the values that children are encouraged to develop.
- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by the senior management team.
- A programme of school assemblies that introduce and explore a value each half term Pupils are encouraged to be actively involved in exploring their understanding of values.
- Direct teaching about values in the classroom through circle time and class council. These sessions provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding.

We also consider:

Assemblies – Each week children are provided with an opportunity to collectively reflect and understand the school values

SEAL circle time – Through PSHE curriculum children explore and different issues and relate them to their personal experience.

School council – Pupil voice is important at Queensbridge. Each week councillors have an opportunity to raise whole school issues with the class. This allows for the expression of opinions, debate and develops listening skills. The children also learn about and have experience of democracy.

Restorative Justice - As a restorative school, Queensbridge recognises the importance of building and maintaining positive relationships so that effective learning can take place. Staff and Peer mediators are trained in resolving conflicts respectfully and with focus on finding a resolution.

MindUP – This programme of mindfulness enables children to re-focus on the present and understand their feelings. Brain breaks allow for reflection in class and wellbeing. Peer mediators are also trained in using brain break as part of the restorative justice process.

Peer Mediators – Year 6 children are trained in the restorative justice process to resolve conflict in the playground.

R.E. - Across the school children learn and celebrate different religions and cultures. Through this they gain understanding and mutual respect of others.

History – Learning about events in history, children engage in discussion around morals and different civilisations.

Art and Music – Children can explore their emotions through various mediums and creative processes.

Black History education – Children learn about the importance of civil and human rights. They also engage with issues such as racism and equality. Children also explore and celebrate different cultures from around the world

SRE & Drug and alcohol education– Through the Christopher Winter project children learn how to respect each other and their bodies. They also learn how to make informed choices.

Extra-curricular activities:

At Queensbridge we also give opportunities to engage with various after school clubs that support the development of SMSC, such as Debate mate, games club and football.

## **Differentiation & Additional Educational Needs**

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children, including children with special education needs, able children, those identified as being Gifted and Talented and those children who need additional support with EAL.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where children's pupil profiles relate to their personal development we ensure that opportunities are planned to support children in achieving these.

## **Equal Opportunities**

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged.

Children with English as an additional language have equal access to develop their learning and knowledge with support from the HLS staff who often provide resources with mother tongue support. Children's religious beliefs and cultural differences are always respected.

## **Assessment**

Teachers assess the children in SMSC holistically by making informal judgements as they observe them during lessons and by carrying out formal assessment of their work based on specific learning intentions and objectives set out in Dfe guidance.

We have clear expectations of what the pupils will achieve and know or the skills they will acquire by the end of each Key Stage. Teachers note the achievements of the pupils in SMSC and these achievements are reported to parents each year in children's reports and parents' evenings.

**Provision for Staff Development**

In service training is provided within school and Hackney offers courses in this area. The headteacher and co-ordinators are involved in conferences for SMSC development in school.

**Monitoring and Review**

The PSHE, R.E. and Global learning co-ordinator are responsible for monitoring the standards of children’s work and the quality of teaching. The co-ordinator supports colleagues in the integration of SMSC by giving them information about current developments in the subject. The co-ordinator is also responsible for giving the headteacher an annual summary evaluating strengths and weaknesses and indicating areas for future development. The co-ordinators are released from class teaching in order to fulfil their roles.

Governors and staff will be given a copy of this policy and a named governor will be linked to this area. Copies are available to parents in the school office.

DATE: June 2015

POLICY REVIEW DATE:

SIGNATURES

..... Head Teacher

..... School Governor

..... Policy Co-ordinator

..... Pupil Representative

A reference copy can be located: In the school office.