



CENTRAL PARK
PRIMARY SCHOOL
EAST HAM

Learning Now for Future Success

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) and COMMUNITY COHESION POLICY

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CENTRAL PARK PRIMARY SCHOOL

We want Central Park Primary to be a school where staff, pupils and parents want to be! A school where:

- Teaching, collective acts of worship and values establish an ethos of co-operation and care, where everyone is willing to listen and where everyone expects the same high standard of common courtesy and behaviour.
- Children and adults want to learn and experience a rich, creative, well planned and well resourced curriculum of learning activities, which promote excellence.
- We all work in partnership, valuing and respecting each other, understanding our different responsibilities but all engaged in the task of improvement.
- Children and adults teach and learn in a clean, safe, enjoyable and non-threatening but stimulating environment, which is cared for, and valued by all.
- We recognise that each person is unique and has equal rights within a setting of tolerance and understanding.

Introduction

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school commitment.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

At Central Park we will value integrity and spirituality of pupils from all faith backgrounds. Central Park gives a perspective of a way of life which includes care and respect for others (including those of other faiths or none), self discipline and charity to others less fortunate. Adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's behaviour policy.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable 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 and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils 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 stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- 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.
- Distinguish between right and wrong.
- Show respect for the environment.
- Take action for justice.
- Make informed and independent judgments.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.

- Learn about service in the school and wider community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and Collective Worship will provide pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.

- Taking responsibility e.g. class monitors, door monitors, register monitors, assembly monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Participation in traditional English country dancing as well as dance from other cultures.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.

This policy has strong links with our promotion of community cohesion. At Central Park we define community cohesion under three headings.

Teaching, learning and curriculum

- Helping children and young people to learn: understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them,
- And to develop the skills of participation and responsible action – for example through the new Identity and Diversity: living together in the UK’ strand with in Citizenship education.

Equity and excellence

- To ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

Engagement and extended services

- To provide reasonable means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities: the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

How Central Park Promotes Community Cohesion

Here at Central Park we carry out a range of activities to fulfil the three areas mentioned above. Within the school these include:

- Local and National Charity days/events (e.g. Children in Need, Red Nose Day, Richard House)
- Encouraging the pupils’ voice through School Council and the newly established Eco Council

- Promoting engagement with parents through; parents’ evening, community events, coffee mornings
- Strong links are fostered and encouraged working between the school, social care and health professionals.
- Collaborative work on projects across our local cluster of schools and partnership with other schools
- We have a good working relationship between our school and other schools in the local area to share good practice and offer pupils the opportunities to learn from one another.
- We have also made international links by raising motivation levels and simulating the interest of pupils and parents.

Links with the wider community

Visitors are welcomed into school.

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 (home school agreement, newsletters, school website).

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of teaching and learning opportunities throughout curriculum areas by SLT and subject leaders.
- SMSC next steps being part of the school development plan.
- Good practice in SMSC being shared with staff regularly.

Religious Education at Central Park Primary School

At Central Park Primary School Religious Education is taught according to the Newham Agreed Syllabus. It is approached with the following principles in mind:

We value the religious background of all members of the school community in order to give individuals a sense of self and belonging so that they will feel comfortable to share their religious experiences with others. All religions and their communities are treated with respect and sensitivity and we value the links which can be made between home, school and a faith community.

The Aims

The aims of RE at Central Park Primary School are to **“promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.”**

“Exploring Beliefs, Celebrating Diversity” – The Newham Agreed Syllabus for RE 2011)

In essence, then, RE consists of **learning about** and **learning from religion and human experience** in such a way that it promotes pupils’ spiritual, moral, social, emotional, cultural and intellectual development.

The aim of the syllabus is clear in setting out RE as an educational activity. In a diverse community such as Newham and within Central Park primary school, in which there are many religious stances, and stances about religion, this aim should be grounded in the following principles:

RE should...

- **Encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others;**
- **Help pupils in their search for meaning and purpose in life;**
- **Neither promote nor undermine any particular religious, spiritual or secular stance**
- **Be accessible to pupils and teachers of any religious stance or none.**
- **Encourage pupils to be confident and able to safely express their views and opinions.**

Curriculum planning for RE

RE is part of the whole school curriculum and the RE units of work are used to support planning and teaching. At Central Park Primary school, we follow the borough units of work which devise the RE overview for each year group. The units of work outlines the key questions which are covered each term by each year group. At Foundation stage RE is not taught as a distinct subject area however, we promote RE and British Values in cross-curricular learning and during the allocated collective worship time.

RE non-negotiables

All classrooms should have the following:

- Collective worship quote
- Candle (To be used during Monday class assembly- reflection)
- RE display

All classrooms have an RE display and this includes the following:

- Children's work
- Key question
- British Value icons (Found in units of work)
- Key vocabulary
- KHWL (Know, What, How, Learnt)

Resources

Resources for RE can be found just before the LKS2 classes and is clearly labelled 'RE resources'. There is a collection of religious books, posters and artefacts for each religion which we use to enrich learning of religious education.

Time Allocation

The time allocated to Religious Education is 36 hours per year at KS1 and 45 hours per year at KS2 and follows the recommendations in the Agreed Syllabus.

Place of worship

At Central Park Primary school, we believe that children should experience, learn and value all religions and their religious places of worship. Every year group visits a place of worship within the academic year.

Year R- Church

Year 1- Gurdwara

Year 2- Church

Year 3- Synagogue

Year 4- Hindu temple

Year 5- Mosque

Year 6- Buddhist Temple

British values

Central Park Primary, actively promotes the fundamental British values of Democracy, Rule of law, Individual Liberty and Mutual respect and Tolerance of those with different faiths and beliefs. We promote this in our assemblies through themes that help to promote SMSC.

Collective worship at Central Park Primary school

Daily collective worship takes place at Central Park Primary school. This is ‘an opportunity to reflect or pray towards someone/something divine or a core value’.

In reception, children take part in collective worship in their classrooms. In KS1 and KS2 collective worship sessions take place in key stages, where a range of values, themes and festivals are explored and reflected upon. Every week an assembly is linked to a theme alongside a British value and 50% our assemblies are also based on biblical stories.

At the end of discussion the following words are used to begin reflection during collective worship:

‘Bow your heads please – Let us think about today’s theme. What can we learn from it? Think about it for a few moments, and you may want to talk to God about it in the silence.’

Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Head teacher and the Newham RE lead.