

Mickle Trafford Village School
SMSC Education



Miss Di Kennedy

Mickle Trafford Village School. We Care. We Learn. We
Belong.

Intent

- For the curriculum to extend beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.
- For the curriculum to support learners to develop their character- including resilience, confidence and independence- helping them to know how to keep physically and mentally healthy.
- To provide learners for life in modern Britain by :-
 - a, equipping them to be responsible, respectful active citizens who contribute to society.
 - b, developing pupil understanding of fundamental British Values.



Intent

c, developing understanding and appreciation of diversity.

d, celebrating what we have in common and promoting respect.

e, to increase the cultural capital, character and personal, social and health education that pupil's need to succeed in life.

f, learning about different relationships.



SMSC definitions- what they mean and how they are developed.

What is Character Education ?

Character education is an umbrella term loosely used to describe the teaching of children and in a manner that will help them develop variously as **moral**, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant or socially acceptable beings.

Where will pupils have the opportunity to specifically be taught or develop their character:-

(taken from Developing character skills in schools, Dept of Education Aug 2017)

through all the PSHE and SMSC curriculum.

Assemblies

Pupil's talking about attitudes to education

Extra- curricular activities.

Health and well- being focus lessons through the curriculum - including Jigsaw

School councils

Charity work

In our mission statement and values and discussion with pupils on it.

Clubs and trip



What is Cultural Capital ?

For pupils to have the skills, knowledge, norms and values which can be used to get ahead in education and life more generally.

A bit of background:-

In the 1970s Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained.

Bourdieu defined cultural capital as '***familiarity with the legitimate culture within a society.***' He saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table.

Evidence suggests that the cultural capital passed on through families helps children do better in school.

The new Ofsted framework requires schools to consider how they develop their children's cultural capital to help them succeed in life:



SMSC definitions

Where will pupils have the opportunity to specifically develop their cultural capital ?

School trips and visits

Music lessons

Story house lessons

Theatre trips/amazing

Intergenerational activities - links to be re-established with WI

Clubs

Outdoor learning activities

Whole curriculum

Visiting musicians and artists.



What is PSHE ?

Personal, Social, Health and Economic focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work.^[1] PSHE education is defined by the schools inspectorate [Ofsted](#) as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.



SMSC definitions

British Values

Individual Liberty – Freedom of speech for all and the right to make our own choices.

How it is taught:-

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our pupils to make choices safely; for example:

choices about what learning challenge or activity

choices about how they record their learning - through our creative Humanities books

choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and Living and Learning lessons.



The Rule of Law- Understanding rules and why they are important and following rules to develop order.

How it is taught:-

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, a class will discuss and set its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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. These values are reinforced in different ways:

visits from authorities such as the police and fire service

during Religious Education, when rules for particular faiths are thought about

during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example



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Democracy:- Making decisions together and the right to have an opinion/voice.

How it is taught:-

Children, parents and staff have many opportunities for their voices to be heard at Mickle Trafford Village School . Democracy is central to how we operate.

An obvious example is our [School Council](#). The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes.

The council has its own budget and is able to genuinely effect change within the school

Other examples of 'pupil voice' are:

Children agree their Class Charter and the rights associated with these; all children contribute to the drawing up of the charter.

Children sometimes have the opportunity to nominate and vote for others to receive a certificate for great learning or choices

Using Pupil Feedback forms, children are asked to respond and reflect on the teaching and learning.

Children nominate various charities and vote on them.

Choice of what to do on treat days.



Tolerance and Mutual Respect:- Learning about different faiths and cultures. Listening to other viewpoints and learning about diversity. Treating others as you want to be treated, showing respect.

How it is taught:-

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Mickle Trafford Primary School enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, Living and Learning and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction/non-fiction, in Art and Music by considering culture from other parts of the world.
- enjoying a depth of study during community themed weeks, where we will celebrate and enjoy learning about the differences in countries and cultures around the world.



Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.



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Our Spiritual Provision-

- provides opportunity for pupils to explore values and beliefs through RE, PSHE, Literacy, Geography, History, Guided Reading lessons.
- Encourages pupils to explore and develop what animates them and others through all lessons and subjects.
- Gives pupils the opportunity to understand human feelings and emotions and impact of these through our Jigsaw scheme of work.



Spiritual Provision

- Develops a climate or ethos within which all pupils can grow and flourish, respect and be respected (all aspects of the curriculum, British Values, Assemblies, Behaviour policy)
- promotes different teaching styles (Kagan groups, Active learning lessons)
- in lessons we value pupil's questions and given them space for their ideas, thoughts and concerns.
- Enables pupils to make connections through their learning.
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Spiritual Provision

- Encourages pupils to ask why, how, where and what questions.



Our Moral Provision

- Provides a clear moral code as a basis for behaviour which is promoted consistently throughout the school.
- Promotes racial, religious and other forms of equality.
- Gives pupils opportunities across the curriculum to explore and develop moral concepts and values (personal rights, responsibilities, truth, justice, right and wrong)
- Rewards expressions of moral insight and good behaviour.



Moral Provision

- models, through the quality of relationships and interactions the principles we wish to promote.
- recognises and respects the codes and morals of different cultures represented in the school and wider community.
- Encourages pupils to take responsibility for their actions.
- Reinforces the schools' values through images, posters, classroom displays.



Social Provision

- Fosters a sense of community with common inclusive values.
- Promotes racial, religious and other forms of equality.
- Encourages pupils to work co-operatively.
- Encourages pupils to recognise and respect social differences and similarities.
- Provides positive corporate experiences- assemblies, team activities, residential experiences, school productions.



Social Provision

- Helps pupils develop personal qualities which are valued in a civilised society (thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect.
- Helps pupils to understand and debate social issues.
- Provides opportunities for engaging in the democratic process and participating in community life.
- Provides opportunities for pupils to exercise leadership and responsibility.
- Provides links with the world of work and the wider community.



Cultural Provision

- Provides opportunities for pupils to explore their own culture and values.
- Presents authentic accounts of the attitudes, values and traditions of diverse cultures.
- Extends pupils' knowledge and use of cultural imagery and language.
- Provides opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.



Cultural Provision

- recognises and nurtures particular gifts and talents.
- develops partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example through theatre, museum, concert and gallery visits, resident artists.
- reinforces the school's cultural values through displays, posters.
- audits the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.



Implementation plan to achieve our SMSC intent

- Implemented new Music, RE and PSHE scheme of work for the whole school.
- Whole school focus on themed days/ weeks:- Mental health awareness week and celebrating the United Nations Day for celebrating diversity and differences (each class learns about a different country)
- New assembly rota with a focus on character education and different religious festivals throughout the year.
- Book scrutiny and discussions with staff and teaching assistants about new schemes of work.
- SMSC policy in place.
- Creating and maintaining effective links with the wider community, to extend the curriculum and enhance teaching and learning for all pupils in the school. This has included arranging visitors from the local community into school to talk about living in a different country and their religion or job, arranging visits from local musicians, arranging and leading visits to places of worship and music performances at the story house in Chester, leading school participation in Amazing and Young Voices, Community sing song at Christmas and leading a trip to take part in the Primary Pupil RE conference led by the RE Primary advisor for Cheshire West .
- Supporting teachers in their own evaluation of SMSC in their classroom and within different subject areas.
- Leading staff meetings on SMSC which has provided clarification on the definitions of SMSC, character education, cultural capital, the new relationships education and PSHE.



Implementation plan to achieve our intent

Leading staff meetings on exploring with staff the best way forward to purchase and implement a whole school scheme of work with a focus on pupils learning about relationships and developing pupil confidence, resilience and knowledge of how to keep themselves mentally healthy.

Resourcing reading books on different cultures and stories written based on different cultures and mental health for use in reading areas and buddy reading time.

Organising pupil participation in the amazing art, poetry, dance and well being workshops.

Writing actions plans for Music, RE with a focus on subject intent, implementation and impact.

Leading weekly whole school singing assemblies. Showing a video of music being played around the world or from different times and discuss with the children at the start of the assembly. To also include talk about how the songs we fit in with our school values.

Music display in hall for all teachers to use as a prompt for listening and appraising of music.

Writing new part of the home/ school agreement so that it covers learning and appreciation of diversity and differences.

Discussion with SIP about SMSC throughout the school.

Feelings and thoughts boxes outside the classrooms.

Linking our school values with what is happening throughout the school on SMSC so that vision and values are clear to all.

Values display in the hall to be referred to during assembly time.



Implementation plan to achieve our intent

- Wellbeing ambassadors.
- Elsa sessions
- Zones of regulation method implemented throughout the school.
- School councillors and sports leaders.
- Black History Month.
- Play leaders
- Participation in community events with other schools and trips out.
- Amazing well being sessions
- Talent shows
- British Values embedded throughout the curriculum.
- Values and vision are displayed throughout the school.
- Class charters.
- Celebration assemblies.
- Voting in classrooms.
- The art and music from different cultures are explored in art and music lessons.

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Impact

- 1, That there is a consistent and progressive approach on teaching about relationships, differences and diversity, Religious education, Music education and children keeping themselves mentally healthy.
- 2, Teachers and pupils are supported to have the opportunity to gain a good knowledge of differences and diversity in the classroom, local area and globally.
- 3, SMSC is raised in different parts of the new Mickle Trafford Village School curriculum and the quality of teaching and learning of SMSC within different subjects is risen.



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5th September 2022

Thank you for reading !



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