

SMSC at Upton



SMSC runs through the heart of Upton and is often difficult to verbalise because it encompasses so many aspects.

This document breaks down SMSC in the school against the key descriptors outlined

The Spiritual, Moral, Social and Cultural development of pupils is shown by their

The Spiritual Development of pupils is shown by their

Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

- **PSHE lessons:** The PSHE curriculum consistently encourages reflection and discussion about beliefs to ensure children consider their perceptions rather than simply accept them.
- **Opportunity for interaction:** school is increasingly busy and so although school starts at 8.50 we allow pupils into school from 8.40 so that they can have those conversations with teachers, with each other.
- **Challenging Perceptions:** our whole school assemblies challenge children's perceptions and educate against intolerance as well as informing about the beliefs of others.
- Our weekly assemblies target respect, feelings, tolerance, understanding as core issues and promote these with all pupils. We regularly revisit the qualities that make up 'teams' and understand that everyone has value.
- We regularly invite our linked Minister -Rhodri Walters - into school to talk about spiritual issues as well as the local Iman: we engage with the Christian faith by taking part in events such as Easter Cracked and Christmas Unwrapped, by visiting the church; by celebrating key religious occasions, be they Christmas or Divali or Ramadan.
- Each year we operate a Prayer Space on the field for a week, a place where pupils can reflect and explore as part of our Reflection Week . Children consider their own lives and wider world issues
- We also have a Values week whereby pupils investigate 'good to me' and 'good to be anyone' - positive values regardless of gender, race etc.
- Our Diversity week in the summer term gives pupils a wider understanding of the world around them.
- We have links with the local foreign school and arrange for placements when their pupils come across to England for mutual learning.
- We engage with cultural initiatives and such as charity work to raise money for those less fortunate or in need of aid. Whether that be at the Harvest to help the homeless or for one of our main charities (see website for details).
- At the end of our main assemblies pupils pause to reflection for 30 seconds specifically upon the message of the assembly and how this impacts their own lives.
- Our B4I targets ensure pupils reflect upon their own behaviour specifically related to their learning. They identify key areas to improve. We share these targets and pupil progress towards b4I with parents.
- Our positive behaviour policy advocates pupils being proud of good behaviour and proud of the school. They are rewarded not only for their good behaviour but the consequences of it and how it impacts upon others We actively encourage children and families from different religious backgrounds to share their culture with us, be this in lessons or in a wider platform through assemblies.
- Within all lessons children are encouraged to find out more about themselves, to challenge their own perceived

	<p>limitations and respect and applaud the values of others.</p> <ul style="list-style-type: none"> • Upton's Reflection Week is a special time when children, staff and parents are urged to consider their own lives and wider world issues in a calm, peaceful environment.
<i>Sense of enjoyment and fascination in learning about themselves, others and the world around them</i>	<ul style="list-style-type: none"> • This aspect is the bedrock for our curriculum - particularly our UBBC. We believe that through enjoyment and interest children learn most effectively and, importantly, retain their learning. • By having the majority of our lessons as hands-on and, in particular, the huge amount of opportunity we provide at the school in terms of additional events, trips, clubs, experiences (see 'enhancing the curriculum' document) children really enjoy school
<i>Use of imagination and creativity in their learning</i>	<ul style="list-style-type: none"> • The UBBC (Upton Broad and Balanced Curriculum) has imagination and creativity at its heart. From day to day experiences such as imagining you are someone or somewhere else in English, being creative in Art, Design, sport or Music, recording information in differing ways, writing from differing perspectives. • Our trips and WOW days help children to imagine what life is like in other cultures or in differing times.
<i>Willingness to reflect on their experiences</i>	<ul style="list-style-type: none"> • A theme running through every Upton class is TTYP (Talk to your Partner). We believe conversation between peers is essential to the sharing of ideas and involvement in learning. We encourage children to not just experience but also to learn from their experience. This aspect applies to every aspect of life around the school. • Children are aware that making mistakes is a natural part of the learning curve and that we can always improve. Self-assessment and evaluation within learning is also key and pupils are encouraged to reflect upon their own learning and the learning of parents and peers
The Moral Development of Pupils is shown by their	
<i>ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</i>	<ul style="list-style-type: none"> • This is covered primarily through PSHE and the day-to-day interactions and processes within the school. Our assemblies, PSHE lessons and robust behavioural systems empower the children and scaffold them towards making right choices. • We reward the right choices children make through our behaviour system. • We have public recognition weekly in our celebration assemblies as pupils of the week, awarding of the behaviour trophy, the kindness Cup, celebrating success and positive actions. • Our assemblies directly address choices, peer pressure, e-safety and similar themes that educate children about right and wrong. British Values are an important part of our PSHE curriculum. • Positive relationships between staff and pupils enhance the desire of pupils to 'do the right thing' and pupils are quietly proud of their ability to do this. • Within our popular after-school provision we have codes of conduct that determine expected behaviour. Our sports teams regularly win Fair Play awards and we value this aspect more than winning of matches and trophies. • The extremely high level of behaviour in the school demonstrates the understanding children have of right and wrong and how to treat others. We have a Behaviour trophy Awarded every week for classes who don't lose a single behaviour point

	<ul style="list-style-type: none"> • Our Kindness Cup each week is presented publicly to a pupil who exemplifies kindness. This motivates others to be kind and reinforces this ethos around the school. • During their time at the school children are educated in key aspects such as e-safety, the effects of drugs and alcohol, moral issues such as stealing and the law itself
<p><i>understanding of the consequences of their behaviour and actions</i></p>	<ul style="list-style-type: none"> • Behaviour across the school is strong because we invest considerable time and effort in this area. This relates to traditional behaviour seen through interactions but also behaviours for learning. • Children understand why they need to behave appropriately; our behaviour system rewards them for changing negative behaviours and we use any negative behaviour to demonstrate how a child could have acted differently. • Children learn from their mistakes in this area also as they do in subject learning. • We have regular assemblies regarding behaviour and it's a key part of class PSHE. • In addition, regular reminders reinforce positive behaviours. Understanding that behaviour can bring positive results such as tangible rewards including as the behaviour trophy; extra play time; rewards at the end of each week and each term, the Kindness cup, pupil of the week/term. • For those involved in more extreme behaviour particularly, emotional regulation and behavioural support focus in them understanding the consequences on others of their poor behaviour but also the negative consequences it brings about for themselves. This reflection is key to growth
<p><i>interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</i></p>	<ul style="list-style-type: none"> • Our PSHE lessons gradually involve moral and ethical issues as children become mature enough to engage with them. We educate children through PSHE and RE lessons but also through our topics in the afternoon which link to moral and ethical issues, as do topics within our English curriculum. • Within our English lessons pupils experience writing as other characters or for or against issues. We use hot seating and drama to allow children to understand the viewpoints of others and intentionally challenge stereotypical thinking and viewpoints.

The Social Development of Pupils is shown by their

*use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively*

- At Upton we pride ourselves on the 'have a go' ethos throughout the school. This ethos is promoted through a huge number of volunteering or social clubs and groups that we run. We run an extensive network of after school sports and music clubs - 20 each week - that allow children to participate both inside and outside of school and in differing settings.
- Across the school children have a huge opportunity to volunteer to get involved: mediators, sports leaders; librarians, computer monitor, pen-pals, club leaders; house captains; eco-warriors; public speaking events, school council, house assemblies that involve vertical grouping. A huge number of children at the school volunteer to be part of this and all opportunities involve cooperating with others and being able to regulate their activities responsibly in order to manage any conflicts.
- Children at Upton are also exceptionally eager to participate in charity events and we raise thousands of pounds each year to support charities and worth causes (*see school website*)
- We also invite parents in regularly to the school for book looks, concerts, assemblies, ENGAGE sessions where they can work with their children, special days such as number day, jaws and claws, Upton Jive, Fabulous Finishes to our topics.

Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

British values as an integral part of the school - taught explicitly in assemblies, within our curriculum lessons and within PSHE. Our displays around the school include a heavy British Values element and we feel it is important that children are often reminded that these are the values that govern our lives within this country
See our 'British Values' document on the school website for further information

Pupils' Cultural development is shown by their:

<p><i>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</i></p> <p><i>understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</i></p>	<ul style="list-style-type: none"> • Cultural diversity and influences are explicit within our curriculum. Our current curriculum contains a huge amount of embedded Cultural Diversity within topics. • We have a diversity week across the whole school • Language of the Term and related assemblies. • Such topics are covered in history and geography as well but we also educate the whole school in terms of the importance of appreciating others from diverse backgrounds especially through our whole school assemblies At school we study Mandarin and examine the culture; • we have French pen pals and exchange visits • we are involved in immersion projects with the local English Centre whereby children from other countries visit the school for elongated periods fro mutually beneficial cultural exchange. • See 'Cultural Diversity with the Curriculum' on the school website
<p><i>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</i></p>	<ul style="list-style-type: none"> • The school involves in national occasions that demonstrate British values and in particular democracy. Our pupils 'vote for their own party in mock general elections' and we engage the services of professional 'politics for children' speakers to help simplify events such as Brexit voting and national elections for the children
<p><i>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</i></p>	<p>This is, without doubt, a huge strength of the school.</p> <ul style="list-style-type: none"> • Our enrichment programme is extensive and extremely broad. We believe in opportunities and life experiences for our pupils. • Our extra-curricular and enrichment programmes are huge and detailed on the school website. • We have award-winning sports and music provision, huge uptake in art projects across the school and massive application to be 'buddies' to foreign students who visit or pen pals
<p><i>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards</i></p>	<p>We believe that understanding something is essential to reducing fear or mistrust.</p> <ul style="list-style-type: none"> • Our assemblies promote tolerance and respect as their primary aim; there is no racism at the school or intolerance of personal belief and life choices. Some of our assemblies this year are below: <p>Managing Anger Being Left out Sharing problems - mental health British Values Diversity and Tolerance</p>

different religious, ethnic and socio-economic groups in the local, national and global communities.

Choices
Manners
Peer Pressure
Racism and Homophobia
Healthy days - Train Like a Jedi
New beginnings
Friendships
Goal-setting
Hopes and dreams
Anti-bullying
Specific foci such as:
Ramadan
Divali
Martin Luther King Day
Holocaust remembrance
WWI anniversary
Language of the Term
Author of the Term
Artist of the Term
Celebration assemblies
Core Values assemblies