



# AVANTI COURT

## PRIMARY SCHOOL

### **Spiritual, Moral, Social and Cultural Policy**

Agreed & Ratified by SLT: July 2020	Review date: July 2022
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## **SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY (SMSC)**

Pupils' spiritual, moral, social and cultural development lies at the heart of everything we do at Avanti Court primary School. We have the highest expectations of achievement academically, creatively, personally and socially as we aim to 'prepare all pupils for their respective life-journeys so all become confident, kind, caring global citizens who develop a deep love of learning. Our growing success at Avanti Court will stem from our commitment to character formation developed by an outstanding curriculum that challenges students to reflect and think for themselves. We will provide a warm and welcoming environment for all children and adults through positive and uplifting experiences of RE and Collective Worship. Educational excellence will be achieved through the delivery of outstanding learning experiences alongside nurturing happy and fulfilled learners and teachers. Children will leave Avanti with a universal connection to spirituality.' **Avanti Court primary School Vision**

The following definitions inform our policy and practices in this area:

### **SPIRITUAL DEVELOPMENT**

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
- ability to ask deeper questions about life and their purpose in life
- ability to serve others in a range of ways
- and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences;
- appreciation, awareness and curiosity about awe, wonder and mystery.

### **MORAL DEVELOPMENT**

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this
- understanding in their own lives;
- understanding of the consequences of their actions;
- interest in investigating, and offering reasoned views about, moral and ethical issues;
- recognition of the importance of humility
- commitment to a set of common values that inform and define their behaviour as individuals and as part of the school and wider British and world community.
- Understanding of the school's 7 values.

### **SOCIAL DEVELOPMENT**

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 social settings, cooperating well with others and being able to show tolerance towards
- resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at various levels.
- contribution to the school and wider community.

## **CULTURAL DEVELOPMENT**

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own
- heritage;
- willingness to participate in and respond to for example, artistic, musical, sporting, mathematical,
- technological, scientific and cultural opportunities;
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they
- understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious,
- ethnic and socio-economic groups in the local, national and global communities.
- We aim to promote children's SMSC development in and beyond the class through a wide range of complimentary systems, procedures and opportunities which together help define the ethos of the school.

## **Values Education**

Avanti Court Primary School has a shared set of values: Empathy, Self-Discipline, Respect, Integrity, Courage, Gratitude and the overarching value humility. We explore each value through stories, assemblies, though our PRE Curriculum and encouraging children to think, talk and ask questions about each one. Through concentrating on one values on a daily basis and across all subjects of the curriculum we help everyone to find and develop the values within themselves and come to an understanding that what they say and do influences others and therefore their community.

## **Assemblies**

A variety of assemblies across the week encourage children to listen, think, reflect and discuss the values of the term. Stories, sometimes from a variety of faiths, are used along with questions, current affairs and real life dilemmas to develop and deepen children's understanding of the value at a level appropriate for their age. Through Collective Worship assemblies pupils are given the opportunity to participate in positive and uplifting experiences of worship based upon the Chaitanya-Vaishnava tradition. Children learn to care about others through Festivals such as: Harvest, Eid, Easter, Diwali and the Chinese New Year. Collective worship is exciting and children learn through creative mediums such as: drama, singing and through role play.

Children are given the opportunity to lead an assembly every term to build character in terms of developing: maturity, responsibility, expression and presentational skills. Further class assemblies celebrate and encourage children's learning alongside parents. Children complete collective worship journals on a rota to demonstrate their realisations and understanding of the assemblies attended.

Friday Sharing Assembly allows us as a community to celebrate children's many successes and achievements and, in doing so, boost both their confidence and the many skills required to be a respectful and attentive audience.

### **Circle Time**

Teachers use an allocated circle time each week to meet as a class. During this time they might

- a) read and discuss stories connected to the values word
- b) provided a safe, open floor in which to discuss / solve problems relating to the class issues or concerns
- c) play listening / team-building games to develop their class identity
- d) cover other areas of personal development and relationships as defined by the PHSE scheme of work

### **Curriculum**

All children will be taught a topic based curriculum designed to develop their creativity and imagination by linking subjects' knowledge, skills and understanding within relevant and exciting topics. Irresistible learning is further encouraged through the provision of 'wow' activities and opportunities (e.g. trips, visitors, theme days, new experiences) at the beginning, middle and end of each topic.

A wide range of opportunities for music, art, dance and performance enable children to explore feelings and develop skills within and beyond the class curriculum.

Subject programmes of study ensure that year group plans cover key requirements for example: tolerance and understanding of different faiths through RE and History; British values through History, visits to London, choice of topic; healthy and safe lifestyles through PE, PRE and Science.

Our PRE curriculum is taught discreetly across the school and provides opportunities for children to develop their confidence, discussion skills, knowledge, inquiry skills, philosophical thinking and critical and reflective skills, so that they develop as mindful, spiritually aware pupils, who contribute meaningfully as positive, responsible British citizens.

The PRE curriculum is about learning about different faiths, alternative belief systems and philosophic theories and approaches to asking and answering the 'big' questions in life. Whilst rooted in the monotheistic Chaitanya Hindu tradition, the intention is to learn comparatively, so that there is dialogue about the similarities and differences across different faiths and other world-views, including humanist, naturalist and atheist.

Children are encouraged to debate and ask questions so that they become independent thinkers and do not have *blind* faith. The children are able to experience religious life in real contexts by taking part in festivals, collective worship, singing and dancing together during

collective worship assemblies and by visiting various places of worship. They are also given opportunities to take up worship in class and take responsibility of looking after class deities. The Key Stage 1 curriculum is value based whereas the Key Stage 2 becomes more philosophy based.

Daily prayers encourage gratitude, respect and connection with God. Meditation sessions are provided daily, which help the children to connect with themselves, the divine, so they become peaceful and calm so that they can control their emotions in all situations.

A full and increasing programme of extra-curricular clubs, financially supported to be accessible for all, provides further opportunities for children's SMSC development.

### **Ambassadors**

Our school Ambassador meetings provide pupils with opportunities to express their views and make decisions which impact on the whole school. Two children from each year group (2-6) are democratically elected each year. These children will also take on key roles within the school such as welcoming important visitors, leading school tours to prospective parents, sharing their thoughts of life at Avanti through presentation meetings and meeting the local MP to discuss important issues.

Throughout their time at school, children are encouraged to take responsibility for their own individual actions and to contribute to their class, school and wider community. From an early age, they are given a variety of opportunities to take on particular roles in class. In Yr 4, they volunteer to be Reading Buddies supporting younger children with their reading. Children are also given the opportunity to become buddies in other ways such as: supporting those pupils who are new to the school during their settling in period. Children in Key Stage 2 have the opportunity to become Maths Lions and support children lower down in the school to develop their maths skills.

### **Listening Culture**

Children's views and opinions are sought regularly through the Ambassadors, through school questionnaires, through the PRE curriculum and through regular conferencing. Children are also made aware that if they have any problem, they will always be listened to. This is done within a positive, solution-focused atmosphere. Children should know that they can speak to any adult, including key adults beyond the classroom such as the School Welfare Officer. Children may also write down their problems and post them in their class Worry Box to be dealt with later. There are also open lines of communication with parents as an additional safety net for the rare occasions when children don't feel able to talk in school. In short, we aim to create an environment in which problems that children can't solve themselves are talked about, listened to and, where possible, solved.

### **Pastoral and Safeguarding Teams (See Safeguarding Policy)**

While pupil well-being is the responsibility of all staff, key members of staff meet regularly to oversee the variety of preventative and reactive pastoral provision across the school. In addition to day to day pastoral care provided by the senior team, leaders, TAs, the Welfare Officer and HLTAs work with individuals and groups on social skills, conflict resolution, positive play and friendship strategies.

The School Safeguarding Team who are all trained to Designated Lead level, ensure the implementation of the school's safeguarding policy and procedures in order to promote children's well-being and safety both within school and beyond, wherever possible.

**Behaviour Management** (See Behaviour Policy)

All children are encouraged to be courteous, polite and well behaved at all times. Each class develops a clear, consistent set of rules with rewards and staged consequences for following or not following the rules. If children have made a decision or behaved in a way that results in them receiving a serious consequence, they will be listened to, but in return they are expected to be honest, take responsibility for their actions, repair any damage caused and then learn from the situation. The few children who require more support for their behaviour, will receive a range of provision through the school's pastoral support team or, if necessary, outside agencies. All pupils work hard to follow the school's Golden Expectations. Daily meditation sessions encourage children to keep calm and reflect.

**Inclusion** (See SEND Policy)

We aim to create a totally inclusive atmosphere at Avanti Court in which all children and adults are respected and enabled to be the best that they can be. Children's special needs, learning or otherwise, are met through quality teaching and a range of staged additional provision. Barriers to learning and participation are removed or overcome wherever possible. The diversity of our children is celebrated wherever possible – all children are encouraged to be proud of who they are and respect and celebrate the differences (language, ethnicity, culture, faith) of the children around them. Any incident of discrimination or bullying is treated extremely seriously with details of investigation and action being recorded for monitoring and to ensure future learning.

We also welcome new children to our school at all times during the school year and, through a positive attitude and a range of procedures, enable them to settle in and achieve as quickly as possible, whether they are with us for a month, a year or to the end of their primary schooling.

We aim for racial harmony, equality and tolerance to be stand out features of Avanti Court Primary School.

**Community**

Children are encouraged to see themselves as part of their school, local and wider communities. They are given a range of opportunities to understand the needs or difficulties of others and are also encouraged to help others less fortunate through supporting charities such as: Sport Relief or supporting the local Elderly residents home.

Parents / Carers are also encouraged to engage in the school community through key events such as: Winter Wonderland, Diversity Week, the Summer Fair, as well as support their child's and others' learning through attending workshops, parents' evening and volunteering to hear children read or go on trips.

In summary, through a positive attitude and the wide range of procedures and opportunities described above, we aim to create an ethos and wide-ranging provision which promotes British values, the spiritual, moral, social and cultural development and the physical well-being of *all* pupils so that they can thrive so they leave Avanti as: 'confident, kind, caring global citizens who develop a deep love of learning.