



Sheiling School Thornbury

PROMOTING SMSC AND FUNDAMENTAL BRITISH VALUES

1. RATIONALE
2. AIMS
3. CONTRIBUTION TO PUPILS' SMSC DEVELOPMENT

1. RATIONALE

Facilitating the SMSC development of the pupils at Sheiling School is fundamental to the schools ethos and beliefs.

The School's approach is derived from the philosophy of Rudolf Steiner in that it places human relationships and attachments as central to healthy human development. It is through this emphasis on relationships that we are able to meet the changing needs of children and young people as they develop physically, mentally and emotionally. We are also informed by the requirements set out by the DfE.

2. AIMS

Supporting the pupils' SMSC development and the promotion of the fundamental British values of democracy; the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs lies at the heart of the provision offered at the Sheiling School.

It takes place through:

- o the positive and respectful quality of the interaction between staff members and pupils in the school,
- o the many opportunities offered across the curriculum; such as celebrations; class discussions; Festivals and participation in public and community events
- o discrete lessons and group activities such as assemblies
- o the engagement with local institutions and organisations, some of which may be associated with different faith groups
- o the activities that may take place both at the school and in the local community.

Addressing the individual needs of each pupil contributes to their SMSC development. In particular we aim to support our pupils' SMSC development and promote fundamental British values by helping them to:

- o Develop collaborative and cooperative skills

- o Build self-awareness and self confidence
- o Recognise how right and wrong underpin the rule of law and School rules
- o Respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different beliefs and faiths
- o Take responsibility for their own actions and behaviour
- o Understand how they can contribute to community life
- o Gain a broad general knowledge of public institutions as appropriate to them as individuals
- o Gain knowledge and appreciation of their own and other faiths and cultures and to develop an attitude of tolerance towards different cultural traditions and beliefs

We will encourage respect for other people and encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England; precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of the pupils, reasonably practical steps are taken to ensure that a balanced presentation of opposing views is offered.

3. CONTRIBUTION TO PUPILS' SMSC DEVELOPMENT

Learning PSHE and Citizenship helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. Participating in a wide range of activities and experiences across and beyond the curriculum, contributes fully to the life of the school and that of the wider community. In doing so, pupils will begin to recognise their own self-worth, be able to work with others and become increasingly more responsible for their own learning. They will begin to reflect on their experiences and understand how they are developing personally and socially, considering the many spiritual, moral, social and cultural issues that are part of growing up. They will also become aware of the main political and social institutions that affect their lives and the responsibilities and rights they have as individuals and as members of the community. Pupils will learn to understand and respect each other regardless of any differences, so that they can go on to form the positive and fulfilling relationships that are an essential part of life and learning.

SMSC is taught in discrete lessons alongside being embedded within practice across the curriculum. Detailed below are the ways in which the wider Curriculum meets the needs described within the DfE recommendations. We have also developed an SMSC curriculum, which takes into account these recommendations, introducing them at appropriate points in the life of a pupil at Sheiling School. This also incorporates wider considerations for young people as they enter in to adult life, including learning about safeguarding and e-safety. Staff use this SMSC Curriculum to structure the Schemes of Work across a year, and ensure that all areas required by the DfE are covered.

Art and Design and Craft Workshops: The teaching of art and design and practical skills in the Craft workshops offers opportunities to support the social development of our pupil through the

way we expect them to work with each other. Groupings allow pupil to work together and may offer them a chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other pupil and encourages them to collaborate and co-operate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults and therefore developing a better understanding of themselves. They may also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople

English: The teaching of English helps to develops skills through which our pupil can give responses to the moral questions they may meet in their life and work. For some pupils their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. For others the tools provided and given will help them communicate needs and wishes as well as having a voice to say yes or no.

History: Pupils are provided with the opportunity to discuss moral questions, or what is right and wrong, for example, when studying topics such as child labour in Victorian Britain. Pupils learn about the role of the religion in past times and they find out how British society has changed over time. The study of history enables pupil to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

ICT: The teaching of ICT offers opportunities to support the social development of our pupil through the way we expect them to work with each other. Pupils use ICT for many different reasons; research, tools to communicate, project work etc. For some it is a life-line for others it is a temptation and distraction that can be hard to manage. Through guidance and support pupils can also develop an understanding of how ICT can be used improve life in many ways, but how vital it is to use it in an appropriate manner.

Maths: The teaching of Mathematics develops skills through which our pupils can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of real life scenarios and the understanding of the acceptable means of earning monies brings them into contact with social and moral beliefs from their own community and from other cultures.

PE and Games: The teaching of physical education and games offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Group games encourage consideration for each others strength and difficulties. The work in general enables them to develop a respect for other pupils' levels of ability, and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Science: Science teaching offers pupils many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, pupils develop a sense of awe

and wonder regarding the nature of our world. Pupils have an opportunity to look at healthy living and how making the right choices can help themselves and others. We give them the chance to reflect on the way people care for the planet and how science can contribute to the way we manage the earth's resources. Science teaches pupils about the reasons why people are different and, by developing the pupils' knowledge and understanding of physical and environmental factors, it promotes respect for other people.

Practical skills in the outdoor curriculum: We are extremely fortunate to have such a rich rural environment on our doorstep supporting our pupils' learning experiences to be enhanced by maximising the potential of the outdoors. Experiencing the world through our hands and learning through making. When educating through the crafts you develop not only skills, but movement and coherence between head, heart and hands. Through the projects we promote environmental awareness including recycling, nutrition and animal care. We support the pupils develop social skills through collaborative play, work and learning. We increase the pupil's self-esteem and confidence through allowing time and space 'to have a go' and to persevere. We allow for positive learning experiences and to celebrate success and achievement. All this supports the development of balance and well human beings.

The festivals and seasons of the year are celebrated together as much as possible by the whole school and preparation for this is done in classes and workshops. We maintain a festivals and events committee that supports the continued delivery of a rich calendar celebrating a rich variety of cultures and religions. Class performances or whole school plays are performed for staff as well as parents. This gives pupils the opportunity to perform in front of an audience as well as working together and apply appropriate social skills and communication in wider groups. Concerts or musical contributions are organised which gives the pupils and experience of learning to sit in a large group and listen.

Every Friday morning the whole school comes together for a short assembly. The content for this is derived from the school's cultural and festival events calendar, and provides an opportunity for pupils to come together to develop an understanding and appreciation for the values inherent in important dates with the global calendar. We say the school verse, sing a seasonal song and a small presentation is given by one of the teachers that aims to engage pupils at every level. Often pupils are invited to contribute by preparing something in advance which is linked to the theme of the assembly. Being able to manage in large settings as well as listen and show respect for others and their needs has a high focus during this time.

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