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**Reviewed September 2020 Rob Grosse**

**Reviewed Date – July 2020 – Fiona Long**

Reviewed – September 2019 – Andy Taylor

**Our approach to SMSC Education reflects the aims and ethos of the school and encourages respect for others.**

Our whole school approach supports our pupils to develop the qualities and attributes they will require to thrive as individuals, family members and members of local, national and global society. Our aims are achieved by instilling and embedding our Herries' Values in our school community through every aspect of school life.

### **Happiness**

- To promote the development of self-esteem.
- To encourage pupils to accept responsibility for their own behaviour and to develop good relationships with other members of the school and the wider community.
- To support conflict resolution and the development of relationship skills, including friendship building.

### **Enthusiasm**

- To provide opportunities for pupils to work as a team to cement learning both within and beyond the classroom through shared goals and successes.
- To encourage children to take an active part in planning activities such as House Events, Charity Fundraising and Form Assemblies.

### **Resilience**

- To instil the skills required for children to disagree without falling out.
- To help children develop coping strategies for when things do not turn out as they expected or hoped.
- To promote well-being and enable our pupils to develop as confident, well balanced individuals ready to become responsible citizens and leaders and able to form strong and enduring relationships with others.

### **Respect**

- To be positive and active members of a democratic society as young citizens today, and to be prepared for the opportunities, responsibilities and experiences of life in British society as responsible citizens in adulthood.
- To know about what is right and wrong and the rule of law, and to respect the civil and criminal law of England.
- To be taught tolerance and understanding of different religions and cultures, and to have a balanced awareness and understanding of any political issues included

in the curriculum and or any political issues that are current and appropriate to the age of the children.

- To gain a broad knowledge of and respect for public institutions and services in England.
- To value and respect each child in our school for who they are, treating them with fairness and honesty.
- To value the rights enjoyed by each person in our society and teach our pupils about the responsibilities of individuals and groups.

### **Independence**

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety issues including online safety.
- To develop self-knowledge, self-confidence and self-esteem, and make informed choices regarding personal, social and economic issues.
- To be independent and responsible members of the school community

### **Excellence**

- To value the spiritual and moral development of each person, as well as their intellectual growth. See end of policy for opportunities for spiritual development.
- To develop the self-esteem and self-confidence to achieve their personal best in all areas of school life and in the wider community.

### **Sincerity**

- To provide a nurturing community where each child is known and cared for.
- To help children develop respect, empathy, compassion and kindness.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

**Herries meets the regulatory requirements with regards to SMSC through:**

**The active promotion of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

- We organise regular opportunities for the children to vote in democratic elections e.g. School Council Representatives. We have held our own model General Elections and Referendums where Year 6 have formed their own political parties or lobby groups for both sides of the campaign. The children also address the whole school through hustings when they apply for their Year 6 Role of Responsibility.
- Regular Assemblies, PSHEE (See Appendix A) and Humanities lessons cover a wide variety of topics connected to democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Morality is a strong theme in Assemblies
- The school promotes a culture of tolerance and respect through all our teaching and in our expectations of pupils' attitudes and behaviour outside of lessons.
- Children in Year 6 take part in lessons on the separation of power in the United Kingdom; learning about its executive, judicial and legislative functions and how our political system works.



### **Enabling pupils to develop their self-knowledge, self-esteem, and self-confidence.**

- Our PSHEE curriculum is designed to actively promote the development of self-knowledge, self-esteem and self-confidence in every child at Herries.
- Children explore and develop their self-knowledge through engaging with the culture of our school as we value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. See below for characteristics of spirituality.
- We build self-esteem by rewarding and celebrating their achievements and milestones. Children receive house points for good effort/attainment and one child in each class will receive a Golden Certificate each week to celebrate an academic or personal achievement. Certificates, medals, badges and trophies from outside school are also awarded.
- Setting work at an appropriate level enables pupils to achieve, make good progress and develop self-confidence. Pupils are all supported to perform an appropriate individual or group piece in school recitals. Drama is taught as a discrete subject in Years 1 to 6; another element in our drive to promote confidence. All pupils perform in either a Christmas (EYFS and KS1), Spring (Years 3/4) or Summer (Years 5/6) Production. Pupils are given the opportunity to take private music and LAMDA lessons to build performance skills.

### **Enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England.**

- The Herries' Values (Appendix B) set out the expectations for pupil behaviour and attitudes at our school. Pupil behaviour is closely monitored and, through a fair and consistently applied behaviour policy, pupils learn to recognise where they need to change their actions. Through this process we put in place an age appropriate base from which children learn the importance of right and wrong. This will support a fuller understanding of the law in future years.

### **Encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely.**

- The Herries' Values set out the standard of behaviour expected at Herries and provides clear guidance to all pupils.
- All children are invited to make suggestions to their school council reps, who feed these ideas into the School Council meetings. All proposals are discussed and put forward for consideration by staff. In this way, pupils show initiative.
- Pupils contribute positively to the lives of those living and working in the locality in which the schools is situated through involvement in the Cookham Festival, Cookham Dean Fete, Scout Fayre, Dragon Boat race, Gravity Grand Prix, Maidenhead Festival and Marlow Festivals. At Harvest time children contribute to a Food Bank and at Christmas pupils sing carols at local retirement homes.
- Pupils contribute to society more widely by taking part in a wide range of charity fundraising throughout the year including: NSPCC, Comic Relief, Sport Relief, Drop by Drop, Jeans for Genes.

### **Enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England.**

- The school invites members of the emergency services into school to talk to the children. We have had Fire Safety talks from the Berkshire Fire Service and visits from members of the local constabulary to talk about safety and the role of the Police.
- Children in Year 6 learn about the roles of the House of Commons and the House of Lords.

### **Furthering tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.**

- We hold special assemblies (and lunches) e.g. Diwali assembly, Chinese New Year Assembly in EYFS and have feature weeks on these faiths to raise awareness. We also celebrate events in the Christian calendar throughout the school such as Harvest Festival, Christmas and Easter.
- Specific areas of the curriculum which further tolerance and harmony between different cultural traditions include: PSHEE Core Theme 2: Relationships (Valuing Difference) and all RS Topics, particularly Y1: Our Wonderful World and Y5: Belief in Our Community.

### **Encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.**

- Through our new PSHEE Scheme (*See PSHEE Policy*) we encourage respect for other people, particularly through: Core Theme 2: Relationships (Topic Areas: Healthy Relationships; Valuing Difference). Core Theme 3: Living in the Wider World (Topic Areas: Rights and Responsibilities).
- Our Equal Opportunities Statement: Promoting equal opportunities is fundamental to the aims and ethos of our school. We encourage respect for other people with particular regard to the protected characteristics set out in the Equality Act 2010. We concentrate on educating the individual, providing a comfortable and welcoming atmosphere where each pupil feels valued and can flourish.
- The school is committed to meeting the needs of each of our pupils through the fair and appropriate treatment of all, regardless of an individual's race, religion or belief, sex, sexual orientation, gender identity, disability, learning difficulty or other specific educational need. Each topic is age and ability appropriate and activities are planned with consideration and sensitivity towards the individual backgrounds and requirements of our pupils.
- Relationships Education and, in Year 6, Relationships and Sex Education encourages respect for the protected characteristics (Equality Act 2010). Equal opportunities for children in a primary school does not usually need to include those in a marriage or civil partnership or take into account pregnant learners or those on maternity leave. However, we actively promote respect for all of the protected characteristics as part of our Year 6 Sex Education included in the PSHEE and Science curriculum.

**Encouraging respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England.**

- We organise regular opportunities for the children to vote in democratic elections e.g. School Council Representatives. We have held our own model General Elections and Referendums where Year 6 have formed their own political parties or lobby groups for both sides of the campaign. The children also address the whole school through hustings when they apply for their Year 6 Role of Responsibility.
- Through the meeting of bodies such as the democratically elected School Council, we mirror how British law is made and applied. All pupils sign up to the Herries' Values and are expected to demonstrate these through their behaviours and attitudes.

**Precluding the promotion of partisan political views in the teaching of any subject in the school**

- All employees of the school are required to take steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This is a requirement when pupils are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.
- An example of this might be in a mock general election or referendum, where children might be divided into groups and asked to present the views of one particular political party, regardless of their own views or the views of their parents to enable the other pupils in the school to develop their own, informed point of view.
- If pupils comment on current affairs, and it is deemed appropriate to hold a class discussion on the topic, staff will ensure that the ideas and opinions of all relevant groups are explored to enable pupils to see the issue from a variety of viewpoints.
- Staff will never, under any circumstances, voice their own political views.

## Appendix A

### PSHEE Curriculum Overview

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

## Appendix B

### The Herries' Values

<p><b>Respect</b></p> <p>I know when it is not OK to talk in lessons and when I move around the school.</p> <p>I respect school property and <u>other</u> people's property.</p> <p>I have good manners and remember to say please and thank you.</p> <p>I show respect to others by ...</p>	<p><b>Resilience</b></p> <p>I take turns to share ideas and accept that not everyone will agree with me.</p> <p>When someone is sorry I can accept their apology.</p> <p>I take responsibility for my actions.</p> <p>When things go wrong, I can learn from the experience and have another go.</p> <p>This happened to me when...</p>	<p><b>Independence</b></p> <p>I recognise my strengths and the areas where I need to improve.</p> <p>I can come up with different ways to solve a problem.</p> <p>I read my pink feedback and use it to improve my work.</p> <p>I learn independently by ...</p>
<p><b>Excellence</b></p> <p>I persevere to achieve my best in everything I do at <u>Herries</u>.</p> <p>I read my green feedback and am proud of what I can do.</p> <p>I complete homework to the best of my ability and hand it in on time.</p> <p>I was proud of my achievements when I...</p>		<p><b>Enthusiasm</b></p> <p>I am able to work effectively in a group and in pairs.</p> <p>I take an active part in lessons and try to join in with activities.</p> <p>I am enthusiastic about...</p> <p>The best thing about <u>Herries</u> is...</p>
<p><b>Happiness</b></p> <p>I include other children in my games and activities.</p> <p>I am a good friend.</p> <p>I feel good about myself when...</p> <p>I am happy at <u>Herries</u> because...</p>		<p><b>HERRIES' VALUES</b></p> <p>Personal Development</p> <p>I promise to do my best to uphold the values of my school and to help others to do the same.</p> <p>Signed .....</p> <p>Date .....</p>

## CHARACTERISTICS OF SPIRITUALITY

Traits such as curiosity, generosity, hopefulness, trust and vision.

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of our school.

Spirituality:

- Develop an appreciation of their uniqueness and value as a child
- Develop an understanding of the distinctive ethos of this school
- Develop knowledge and understanding of the school's values
- Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop strategies to build good mental health;

- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

## **TEACHING AND LEARNING**

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum and all areas of our school life will be driven by the values;
- Opportunities for spiritual development are encouraged in all areas of school life;
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- The school building and outdoor environment provides appropriate spaces for silence, stillness and reflection;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;
- That moral development is linked to spiritual development
- That children are given as many opportunities as possible to explore the wonder of the natural world;
- Promotion of strategies for positive mental health

## **APPROACHES**

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's values;
- Enabling children to make the links between the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

## **MONITORING AND EVALUATION**

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular discussion at staff meetings alongside the school's ethos and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction;
- Evidence from pupils' work, e.g. reflective diary, creative writing, art;

## **APPENDIX 1 DEFINITIONS OF SPIRITUALITY**

Spirituality is about being contemplative in action (or enabling reflective practice).

Spirituality is about freedom and detachment, helping us not being tied down by unimportant things and keep mindful of important things and other people i.e. not 'things and accomplishments'

Spirituality is the inward journey, a move towards the depths of our being.

Spirituality enables us to become aware of one another, the world around us and ourselves.

Spirituality is the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and wonder of existence.

'Spirituality is like a bridge. Every bridge does pretty much the same things - gets you from one place to another, sometime over perilous ground, or a river, or great heights. But they do so in different ways. They might be built of rope, wood, bricks, steel or suspension bridges. Like bridges, every spirituality offers you a distinctive passage.'  
'James Martin

Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone. Whilst these questions are not dependent on religious affiliation or on the prerogative of religions, religion explains and addresses the fundamental questions which affect everyone.

All areas of the curriculum may contribute to pupils' spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependant on a religious affiliation. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live

Having a higher awareness and deeper awareness and concern for others in the world around us.

An increasing awareness of the concept of others. A growing sense of empathy, concern and compassion and an ability to reflect on how their values and principles affect their relationships with others.

Spirituality is an appreciation and cherishing of what is good, joyful, truthful and beautiful, and, in relationship with others, of what is generous, creative and loving. The spirit of a person is seen in acts of courage and perseverance, in dealing with both setbacks and praise, in endeavour and enquiry.

Spiritual learners become increasingly aware of the concept of beyond – a growing relationship with the transcendental and the ability to explore experience beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.