Blackfield Primary School

SMSC Review 2016

How we develop the spiritual, moral, social and cultural lives of our children at Blackfield Primary School.
The spiritual development of pupils at Blackfield Primary 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.
- 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.

Actions

- Spirituality is taught as one of our six Learning Values and features at least once a year in an integrated learning unit.
- Awareness of different cultures through Religious Education units of work.
- Pupils reflecting on their learning.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Reading material that develops an understanding and appreciation of a wide range of cultural influences.
- Implementation of a programme of curriculum enrichment activities to provide rich learning opportunities for all children, including: Pupil Premium, SEN groups.
- Reorganisation of the curriculum, staffing structure and continuing professional development to promote reflection and the pursuit of excellence.
- Use of a feedback – based approach to the children.
- Creation of quiet spaces around school where children can reflect upon learning, surrounded by nature and beauty such as the Discovery Centres and Willow dome.
- Use of a teacher-led school assembly each week which explores values and gives children ‘thinking space’ to reflect. Recent themes have included Love, Trust, Forgiveness, Happiness and Success.
- Use of a rich programme of educational visits to develop a sense of community, to be reflective about their own perspectives on life and to develop an interest in and respect for different people’s faiths, feelings and values.
- Implementation of an innovative, topic based curriculum.
Impact

- Improved learning behaviours and better engagement with learning.
- Applying learning to new situations.
- More reflective.
- Teachers create learning journeys and opportunities that help children see beyond the demographic in which they live.
- Supporting children to reflect on their experiences and the world around them.
- Reverend Stuart Holt leads whole school assembly once a month and is actively involved in school life, explaining what it means to be a Christian.
- Our children participate in and know how to respond positively to artistic, sporting and cultural opportunities presented to them.
- Our children have developed a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Our children understand and appreciate the wide range of cultural influences that have shaped their heritage.
- Our children can use imagination and creativity in their learning.
- Our children ask better questions.
- Our children respond to ‘next steps’ marking.
- Our teachers create topics and learning journeys that promote reflection and thereby enhance the skills of the children.
- Our children are able to explore, understand and show respect for different faiths and cultural diversity.
- Our children reflect upon their own beliefs and different people’s faiths, feelings and values.
- Our children take enjoyment and fascination from learning about themselves, others and the world around them.
- Our children have an understanding and appreciation of the limited range of different cultures within the school and a view of life further afield as an essential element of their preparation for life in modern Britain.
- Our children have a sense of place and the world beyond their immediate locality.
The moral development of pupils at Blackfield Primary is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- 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.

Actions

- Use of the school Ethos ‘Inspire Values’ (Innovation, Nurture, Success, Passion, Integrity, Responsibility and Excellence) to promote personal responsibility, independence, behaviour for learning and creating a culture of ‘doing the right thing’.

- Use and display of class charters and regular opportunities to discuss issues with school council representative.

- Use and regularly visiting the school Golden Rules to promote our expectations of ‘doing the right thing’ in whole school, year group and class assembly time.

- Weekly Celebration Assembly which focuses on the Inspire Values to promote citizenship, as well Team Learning Points to promote attitudes to learning.

- Weekly VIP Tea Party with class certificate winner with Deputy Headteacher and parents to praise and reinforce the good, moral choices taken by the children and an opportunity for them to be proud of their learning with their parent/carer.

- Junior PCSO afterschool club which is an initiative run by Local PCSOs to promote what it is to be a good citizen in the community.

- Year 6 play leaders who are responsible for leading play time activities and equipment as well as being key role models on the playground and offering children someone to talk to if they are upset or lonely.

- A passionate school council with a strong belief in anti-bullying who lead assemblies on key issues and what children should do in the playground. Following their ‘SAY NO’ to bullying campaign, they also set up the email address ‘sayno@blackfieldfawleyunited.com’ so children could email in if they wanted to report an incident of bullying so help can be given.

- Year 6 ‘Big Brothers’ is a peer mentoring programme which pairs Year 6 role models with Year 3 children who can struggle with their emotions and socially.

- Upper school assemblies to discuss the meaning of ‘transgender’ and how we as a school society should behave to someone who has made this choice.
Impact

- Our children are able to reflect upon the qualities they need to be successful learners.
- Our children recognise the difference between right and wrong and understand the consequences of their behaviour and actions.
- Our children investigate and offer reasoned views about moral and ethical issues.
- Our children recognise the difference between right and wrong and apply this understanding in their own lives.
- Our children are aware of alternative viewpoints on a range of issues.
- Inclusion meets the needs of all pupils, enables all pupils to achieve their full potential, make progress in their learning and promotes their good behaviour and safety and their spiritual, moral, social and cultural development.
- Our children recognise and value the learning partnership with parents through the outcomes of their learning to parents, the active school association and the Parents Focus Group.
- The religious character of the school and context of Christian belief and practice promotes Christian values and encourages understanding of the meaning and significance of faith.
- Our children have a strong understanding of helping each other, no matter who they are or if they know each other, purely because ‘that’s what being a good person means’.
- Our children have a deep understanding of the term ‘transgender’ and have demonstrated exceptional support and acceptance of a child who chose to make this life choice.
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.**
- **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.**

**Actions**

- Implementation of the Thrive programme to support classes and individuals with their social and emotional development.
- Use of a range of robust programmes of additional support for children with emotional learning needs, including small group Thrive sessions, 1-1 Thrive sessions, Nurture group, 1-1 ELSA time.
- Promotion of a range of fundraising and other socially responsible activities, such as NSPCC, Red Nose Day, Children in Need and Sport Relief.
- Engagement with community events, such as the annual Winter fayre.
- Establishment of a range of extra-curricular clubs with social aspects, including over 15 team sports, Rock Challenge, Newspaper Club, Digital Leaders (which has a strong emphasis on being a good digital citizen), etc.
- Promotion of recycling initiatives.
- Regular promotion of E-safety and the importance of being a good digital citizen.
- Our children use a range of social skills in different contexts, including socialising with people from different religious, ethnic and socio-economic backgrounds.
- Provision of curriculum activities and assemblies to promote social responsibility, including looking after the New Forest and the school grounds.
- Our children have a strong pupil voice to discuss issues which effect them socially, such as adults smoking outside the school gates which school council respond to by handing out leaflets outside the school gates on the effects of SHS (second hand smoke).
- Partnership with the Police, PCSO’S and the Fire Service to promote safety messages to children.
- Use of a rich programme of educational visits to develop a sense of community, to be reflective about their own perspectives on life and to develop an interest in and respect for different people’s faith, feelings and values.
Impact

- Our children cooperate effectively with each other and quickly resolve conflicts when they arise.
- Our children who demonstrate gaps in their social and emotional development make rapid progress in their development.
- Our children demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Our children are able to collaborate with others on projects within the community, working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Our School Council makes a real difference to how the school operates, demonstrating skills and attitudes that will allow our pupils to contribute positively to life in modern Britain.
- Our children have a strong pupil voice which is represented by the School Council who make a purposeful impact on the way the school runs, and lead initiatives on fundraising as well as promoting British Values.
- Our School Council runs a stall at the fairs to raise money, which is spent on improvements in school, e.g. outdoor play equipment.
- Our children know to take good care of the environment and make sustainable choices.
- Our children show a good understanding of the consequences of their behaviour and actions allowing them to participate fully in and contribute positively to life in modern Britain.
- Promotion of cycling proficiency training through an intensive week with Cycling Solutions with year 6 children.
- Our children build resilience and develop confidence through role play and presentations to class, school and parents.
- Our children know how to be good digital citizen and are aware of the possible dangers of being on the internet.
- A robust transition programme for year 6 which includes a visit from Deputy and Headteachers from all three local Secondary Schools to run question and answer sessions to explain routines and the induction day. Two former pupils come into school to talk to Year 6 about the Year 7 experience.
- Weekly class Thrive sessions not only focus on social and emotional development but also discuss age relevant P4C questions.
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 and that of others.
- 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.
- Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Actions

- Development of a creative curriculum to deliver topics which promote imagination and creativity and link to British values and culture.
- Celebration of British achievement through assemblies and on our weekly VIP certificates.
- Implementation of a programme of curriculum enrichment activities to provide learning opportunities for all children, including visits by noted authors, sports people and artists.
- Provision of a huge amount sporting opportunities for all pupil groups both within the school but also with and against pupils from other schools and contexts.
- Provision of high quality reading material and a curriculum that supports children to respond creatively and imaginatively.
- Creation of special areas around the school where creative writing and artwork can be celebrated publicly.
- Use of one assembly each week to celebrate high quality work produced by the children.
- Use of a rich programme of educational visits, and day visits to contrasting localities.
- Year 3 residential to Ferny Crofts, Year 4 residential to Swanage, Year 5 residential visit to the Isle of Wight and Year 6 residential to the Brecon Beacons and Marwell Activity Centre.
- Development of links with external stakeholders – including the local church, Wild life education trust and parish council – to focus on community centred education.
- Development of a culture at the school that seeks out the opportunities for curriculum enrichment.
Impact

- Our children participate in and know how to respond positively to artistic, sporting and cultural opportunities presented to them.
- Our children have developed a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Our children better understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Our children can use imagination and creativity in their learning.
- Our children are better prepared for life in modern Britain.
- Our children are interested in exploring, improving understanding of and showing respect for cultural diversity and have an awareness of different religious, ethnic and socio-economic groups in local, national and global communities.
- Our children can talk about art and artists, demonstrating an understanding and appreciation of the range of different cultures within school and further afield.
- Our children observe significant events from other religious calendars.
- Our children can cope independently and problem solve for themselves on residential trips to better prepare themselves for life as a young adolescent.
- Our children are actively engaged with the parish council and the church through annual celebrations.
- Our children have a strong understanding of the fundamental British values and regularly use Democracy through the School Council.
Examples of SMSC

FAB FM DJ’s interviewing famous author, John Rowe, during World Book Day 2016.

School Council with their promotional video on Democracy in school and society.

Inclusive Panathlon event.

Gold kite mark event for sporting excellence.

‘Mini Marathon’ - Year R to Year 6 (and adults) raising money for Sport Relief.

One of School Council’s posters they made for Anti-bullying.