



Grange Community Primary School

SMSC,

and School and British Values

May 2021

Introduction

At Grange Community Primary School, a member of the Orwell Multi Academy Trust, we are committed to working together to achieve success for all our learners by equipping them with the knowledge and skills necessary to become effective citizens.

Our Trust Mission Statement is:

“Together, serving our communities through supportive opportunities to enable everyone to make a positive contribution to the world.”

The values we share in our school underpin the learning community we aim to establish and echo in our vision and mission statement, which are reflected in the behaviours within our school community.

Our School’s Mission Statement is:

“Fostering Learning at the Heart of Our Community”.

The common symbolic theme of the heart, referred to in our mission statement and reflected in our logo and icons, is threaded through our values and rooted in our value of Kindness.

What we most VALUE.	Our VALUE symbol	Our VISION.
HONESTY		Members of our community are honest with each other, even when it is hard, so trust can build between them.
RESPECT		Members of our community respect each other, and themselves, and are tolerant of each other's points of view even when they don't agree.
RESILIENCE		Members of our community are positive about new challenges and have the courage to try new things. We may fail at first but we will persist and we will achieve well in our learning as a result.
KINDNESS		Members of our community are kind to themselves and others. They reflect on their actions and consider whether their actions are kind.
FAIRNESS		Members of our community are fair in their play and their actions and know that people need different things to have equitable opportunities.
RELATIONSHIPS		Members of our community build positive relationships and see themselves as part of a global, local and school community.

To ensure children are becoming fully rounded citizens of the world, we provide a curriculum that enriches their spiritual, moral, social and cultural development alongside and within the academic subjects.

- **Spiritual development** means allowing children to explore their beliefs and experiences, respect faiths, to use their imagination and creativity, to be fascinated about the wonders of the world and to reflect and challenge their curiosity and enjoyment. It is about feelings and values and developing a sense of self-worth and an understanding about who they are and what they stand for.
- **Moral development** is about building a framework of moral values for our children, which helps them to understand right from wrong and that actions have consequences. It starts from an early age and continues throughout life and is the basis for understanding the rule of law. It is developing and understanding the shared set of standards that are adhered to, by the vast majority. It is also helping children to understand morals can vary, according to personal views, and to appreciate the viewpoints of others with respect.
- **Social development** is the ability to live in a society and interact in an appropriate manner. It is encouraging successful community values such as working together, respecting others and co-operating with others along with developing the idea that responsibility comes with rights. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a multi-racial, multicultural society.
- **Cultural development** is about developing our children's understanding and appreciation of the wide range of cultural influences (artistic, historical, political, musical, sporting) that have shaped their heritage and the heritage of those around them. It develops pupils' ability to recognise, value and respect the things people have in common within the diverse local, national and global community.
- **British Values** is about our children understanding the main principles of democracy, the rule of law, individual liberty, mutual respect and tolerance. We also believe it encompasses the heritage and history of Britain and a knowledge of British parliamentary democracy with the Queen/King as Head of State.

The School Curriculum

SMSC				British Values				
Spiritual	Moral	Social	Cultural	Democracy	Rule of Law	Liberty	Respect	Tolerance
*PSHE (Jigsaw programme) *RE (Emanuel Project) *EYFS planning provides opportunities for spiritual development (e.g. .	*PSHE – discussion time *EYFS planning provides opportunities for moral development (e.g. reference to rewards, language and modelling of adults)	*PSHE provides opportunities for collaboration (OAA, team games) *EYFS planning provides opportunities for social development (e.g. share time, structured talk and interactions, NELI)	*CLUSP units and texts reflects global diversity and equality (religious, ethnic, gender) *EYFS planning provides opportunities for cultural development and enrichment (e.g. *Sports Day links to Olympic values *Yr2 intergenerational project (Mill Nursing Home)					

Next Steps for Improvement	SMSC				British Values				
	Spiritual	Moral	Social	Cultural	Democracy	Rule of Law	Liberty	Respect	Tolerance

1		PSHE curriculum – review to ensure it is relevant and provides adequate opportunities for reflection and discussion.					
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The Extended Curriculum

	SMSC				British Values				
	Spiritual	Moral	Social	Cultural	Democracy	Rule of Law	Liberty	Respect	Tolerance
Policies and Procedures		*Behaviour Policy and rewards link to school values.				Behaviour Policy. School ethos built on Values.			
School Council and Town Youth Forum					Elected members represent their peers.				
Assemblies	*Celebrating world faiths customs and festivals *Christmas carol service *Faith lead assemblies	*Weekly assemblies planned on the theme of school/British values *Theme days (RND, CiN) acknowledged	*Celebration assembly -Attendance -Awards -House points *Parent share assemblies	*Diverse music selected to reflect each value. *Reference made to values across cultures	*Weekly assemblies planned on the theme of School and British values (one value per week)				

Playtime/ Lunchtime									
Extra Curricular Clubs			*Clubs on offer that develop collaboration: -football -netball -multisports	*Clubs on offer that enrich cultural understanding: - art -music -sport					
Educational Visits and Visitors	*Visit to local places of worship *Visits from faith leaders *Rotary Club-link	*Farm2Form	*Transition visits to High School *Level 2 in school	*Felixstowe Docks visit (Year 2 Spring term 2016)					
Family Links			*Family Learning (Realising futures)						
Next Steps for Improvement	Provide access to a quiet area for reading	1. Improve Behaviour Management at play i.e.	Improve social skills at play.	1. Teach playtime games to	Develop School Council ToR and run	Improve behaviour management to improve			

	<p>and reflection at lunchtime. Improve range of clubs on offer (music, art)</p>	<p>restorative justice and relationships</p> <p>2. Provide a Debating club for debating moral issues (and developing vocab) with a structure.</p>		<p>improve play</p> <p>2. Improve range of clubs on offer (music, sport, art, healthy club)</p>	<p>elections across the school (Aut21)</p>	<p>pupils' respect for the RoL</p>			
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