



## **SMSC & BRITISH VALUES POLICY**

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	11.11.2016
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	11.11.2016
Details and dates of minor amendments:	05.07.2019 Reviewed without amends
Date next full review is due:	Autumn 2019

**Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.**



SMSC stands for Spiritual, Moral, Social and Cultural education. The SMSC curriculum at Kelvin Grove Primary School is very high profile, with every child taking part in weekly discussions on a range of themes. SMSC is also embedded into each curriculum area and is covered through extra activities such as school visits and clubs. The aim of the SMSC curriculum is to prepare each child for life in modern Britain.

### **Spiritual Education**

The RE curriculum at Kelvin Grove Primary School covers a range of faiths, with an emphasis upon Christianity: beliefs, values and celebrations. Spirituality is mainly explored through assembly themes and RE lessons. Children have a sense of enjoyment in their learning, which is achieved through class routines such as Learner of the Week, as well as through class visits and clubs. High quality teaching and learning ensures pupils experience “awe and wonder”, which are in essence spiritual.

### **Moral Education**

The children at Kelvin Grove Primary School have a strong understanding of right and wrong. This is reinforced through our traffic light behaviour system, team Merit Points, and the Golden Book.

All children know our “K E L V I N” rules which are displayed around school and regularly reinforced in the classroom. Children show an interest in offering views about moral and ethical issues, particularly evident through our School Council. Children are also given an understanding of how a democracy works through the School Council System, which consists of 2 elected members from each class.

### **Social Education**

The school is at the heart of a supportive, social community. Children are encouraged to use a range of social skills in different contexts, through the provision of numerous clubs, fayres, discos, events, visits and inter-school events for example sports festivals and community arts projects. We have a team of trained KS2 playground buddies who support our younger pupils at playtime. Older pupils are also trained as Peer Mediators and are available at playtimes to help other children resolve minor conflicts. Specially chosen toys are provided for lunchtimes, to support cooperative play.

### **Cultural Education**

Our children participate in an impressive range of artistic, musical, sporting and cultural opportunities. Their achievement within these areas is celebrated weekly during a whole class assembly during which trophies, awards and certificate are shown and discussed. Cultural community links are strong and children regularly



work with artists from The Sage, Gateshead and the Little Big Lottery funded art project.



## **British Values**

At Kelvin Grove Primary School, we actively promote the fundamental British values of:

### **Democracy**

Children show knowledge of Britain's democratic parliamentary system through the School Council, House System, History curriculum and our Behaviour policy.

### **Rule of Law**

Children are taught the difference between right and wrong through our school behaviour system and other behaviour initiatives such as stickers, certificates and awards.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE/SMSC discrete lessons.

### **Mutual Respect**

Mutual respect is at the heart of our school ethos. Children learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect. At Kelvin Grove Primary school, we reinforce the understanding that we are all equal with different qualities, backgrounds, interests and personalities. We celebrate personal achievements and interests.

### **Tolerance of those of Different Faiths and Beliefs**

Kelvin Grove Primary School is situated in an area which is culturally diverse, therefore we place a great emphasis on celebrating diversity with the children. Our RE, PSHE and SMSC teaching reinforces this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At Kelvin Grove 'tolerance' means accepting and celebrating diversity.

### **SMSC, British Values and the curriculum**

At Kelvin Grove Primary School, we strengthen our teaching of SMSC and British Values by delivering a weekly timetabled session. We follow the PSHE Association Scheme of Work from Reception to Year 6.

## APPENDIX 1

Autumn Term		
Developing the overarching concepts of:	Through the contexts of:	
<p><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p><b>Relationships</b> (including different types and in different settings)</p> <p><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <p><b>Diversity</b> and <b>equality</b> (in all its forms)</p> <p><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	<p><b>Autumn 1:</b></p> <p><b>Core theme 2: Relationships</b></p>	<p><b>Autumn 2:</b></p> <p><b>Core theme 1: Health and wellbeing</b></p>
	<p><b>Pupils should be taught:</b></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p><b>Pupils should be taught:</b></p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>
	<p><b>Essential Skills</b></p>	
	<p>Active listening</p> <p>Awareness of own needs</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Perception of how peers show feeling</p> <p>Recognising safe sources of support</p> <p>Resilience</p> <p>Resolving conflict</p> <p>Self-management</p> <p>Self-reflection</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views to others</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising need for peer approval</p>

		<p>Recognising distorted thinking</p> <p>Resilience</p> <p>Self-managing feelings</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p>
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	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
<p><b>Core theme 2:</b></p> <p><b>Relationships</b></p>	<p><b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p><b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>	<p><b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<p><b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>
<p><b>Core theme 1:</b></p> <p><b>Health and Wellbeing</b></p>	<p><b>Healthy lifestyles:</b> Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p>	<p><b>Healthy lifestyles:</b> Making informed choices; balanced diet; hygiene</p>	<p><b>Healthy lifestyles:</b> What influences our choices about health and wellbeing</p>

# Spring Term

Developing the overarching concepts of:	Through the contexts of:	
<p><b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p><b>Relationships</b> (including different types and in different settings)</p> <p><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	Spring 1 <b>Core theme 1: Health and Wellbeing</b>	Spring 2 <b>Core theme 2: Relationships</b>
	<p><b>Pupils should be taught:</b></p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p><b>Pupils should be taught:</b></p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p>
	<b>Essential Skills</b>	
	<p>Active listening</p> <p>Affirming self and others</p> <p>Communicating ideas and views</p> <p>Empathy</p> <p>Resilience</p> <p>Self-reflection</p> <p>Using constructive feedback</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situation</p> <p>Communicating ideas to others</p> <p>Communicating ideas and views to others</p> <p>Empathy</p> <p>Giving constructive feedback</p> <p>Recognising distorted thinking</p> <p>Self-management</p> <p>Self-reflection</p>

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2 Minimum 10 session to include:	Year 3 and 4 Minimum 10 session to include:	Year 5 and 6 Minimum 10 session to include:
Core Theme 1 Health & Wellbeing	<p><b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p><b>Keeping safe:</b> What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p><b>Keeping safe:</b> Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>	<p><b>Growing and changing:</b> aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p><b>Keeping safe:</b> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>
Core Theme 2: Relationships	<p><b>Valuing difference:</b> Attributes: kindness/fairness; sharing and respecting opinions;</p> <p>recognising and respecting similarities and differences</p>	<p><b>Valuing difference:</b> Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination;</p> <p>respecting others' feelings and opinions</p>	<p><b>Valuing difference:</b> Challenging stereotypes;</p> <p>different types of relationships; maintaining relationships; respecting similarities and differences;</p> <p>bullying, discrimination and prejudice</p>

# Summer Term

Developing the overarching concepts of:	Through the contexts of:	
<p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</p> <p><b>Career</b> (including enterprise, employability and economic understanding)</p> <p><i>*It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching</i></p>	Summer 1 Living in the Wider World	Summer 2 Living in the Wider World
	<p><b>Pupils should be taught:</b></p> <p>About respect for self and others</p> <p>The importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p>	<p><b>Pupils should be taught:</b></p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe, and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p> <p>A basic understanding of enterprise</p>
	<p><b>Essential Skills</b></p> <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Formulating questions</p> <p>Gathering and using data (assessing validity and reliability)</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Negotiation</p> <p>Planning</p> <p>Recalling and applying knowledge and skills</p>	

	<p>Recognising distorted thinking</p> <p>Resilience</p> <p>Resolving conflicts</p> <p>Self-reflection</p> <p>Setting challenging goals</p> <p>Team-working</p>
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	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
Core theme 3: Living in the Wider World	<p><b>Rights and responsibilities:</b> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p><b>Taking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments</p> <p><b>Money matters:</b> sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p><b>Rights and responsibilities:</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p><b>Taking care of the environment:</b> taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p><b>Money matters:</b> the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p><b>Rights and responsibilities:</b> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p><b>Taking care of the environment:</b> responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p><b>Money matters:</b> finance; earning money and deductions; enterprise</p>