



A message from Mrs Powell , our SMSC and British Values lead:

SMSC is vital to a well-rounded curriculum as it is embedded in everything the children learn and do. These skills are vital for children to function within society. We follow and refer to British Values within our lessons to help children identify their importance in modern day Britain. As part of developing SMSC I am always keen to hear from parents / carers who would be willing to share their knowledge and expertise with the children regarding their social, moral, spiritual and cultural development.

Design and Purpose

Our Academy values: Achievement, Belonging, Confidence, Determination and Excellence alongside British values: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with difference faith and beliefs are intrinsic in all we do. The curriculum design enables connections to the lives and heritage of our children and their community. We encourage our children to make positive contributions and an understanding of our community and wider society. Within our provision we exemplify British values through the teaching of general behaviours within the Academy. British Values have strong links to the Social, Moral, Spiritual and Cultural (SMSC) aspects of the curriculum and during our schools assemblies, Religious Education and PSHE lessons.

SMSC stands for Spiritual, Moral, Social and Cultural Development. It underpins everything we do as a school.

The spiritual development of pupils 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

The moral development of pupils is shown by their:

- Ability to recognise the different between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, 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 ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts
- Willingness to participate in a variety of communities and social settings
- 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 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 those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for modern life in Britain

- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Darlington, we wish to offer a curriculum that enables children (no matter what stage or background) to develop knowledge and skills to succeed in a complex world, cultivating a sense of humanity and belonging. Holistic success is central to our design, to increase effectiveness and improving educational excellence and life chances. SMSC and British Values are embedded within all our lessons and activities in school. We value and celebrate the diversity of all our pupils and the communities that we belong to.

Difference

Our children learn to be active citizens by ensuring their voices are heard and by bringing our school into the future through their social, moral and cultural development. They also use British Values as a basis to encourage skills of participation in a democracy. They develop the skills such as how to work with others, communicating their ideas and thinking critically. They gain the knowledge of what values are important to our culture and community, as well as a knowledge and respect of other cultures and religions. Our children are equipped to show a high level of empathy and emotional intelligence through these knowledge and skills so that they are well prepared for everyday life and a future outside of school. In a sense, we focus on the whole child so that they can be successful in what they do and contribute effectively.

We have been able to have different visitors virtually. Year 2 were visited by guide dog Usher and his owner Mick, to learn about how they help people with visual impairments. Year 4 enjoyed a visit from a dental hygienist which helped them understand how best to look after their teeth for their Science lessons. Year 6 were riveted by Mr Bermon who explained the Jewish festival of Passover to them.

'Achieving Excellence Together'

SMSC and British Values Reflections

Autumn

We celebrated religious festivals such as Diwali, Christingle and Christmas. In Key Stage 1, children created Christingles and Christmas decorations to commemorate this Christian festival. As part of our PSHE curriculum, we started the year by setting class rules and thinking about our roles and responsibilities.

In October, we commemorated Black History Month. Links were made to British Black history across the curriculum, from Art to writing. In art, children studied the African American painter, Alma Woodsey Thomas and were inspired to recreate her work using water colours. In Year 1, pupils made buses when finding out about Rosa Parks and her fight to stand up for what she believed in. Pupils discussed how important this was and how she changed the way black people were treated. In Year 5, pupils took a closer look at the lives of famous footballers and musicians such as Marcus Rashford and Bob Marley. The children were interested to discover how listening to music from the past helps us gain an understanding of what life was like for migrants to the UK. To commemorate Harvest Festival, we collected food and basic toiletry items for homeless charity, St Vincent's Southend and enjoyed a visit from Mr Cauchi who is the Southend Branch Director. We also focused on mental health and wellbeing by raising money through Hello Yellow day.





In November, the children commemorated Remembrance Day by having a 2 minute silence across the school and learning about the significance of the day in class as well as making poppies in Art. Our Junior Governors delivered these to Admiral Court. We also learnt about how to stay safe online and made anti-bullying and odd socks day a focus for the month.

In December, we had a number of assemblies exploring the terminology 'refugee' with a reference to belonging and welcoming others without labels.

We continued to focus on the topic, 'News' which enabled children to learn about what was happening across the globe. In November, we focused on learning about COP26 and the children thought about what they could do to reduce their carbon footprint.

Spring

We commemorated many events and special days. As part of Eco-week, children were able to explore the debate behind some key moral and ethical issues through learning about littering, recycling and climate change. We took part in Children's Mental Health week with a focus on e-safety including a parental talk via Teams.



We observed LGBTQ+ Month by having our own 'variety week' where children were set homework with the theme of 'express yourself' to share what makes them different and unique. In EYFS and Year 1, children heard stories about different types of families and in year 1, children used these to inspire their own stories.

Some of our children were able to attend theatre workshops in London as part of our drive to enable our children to have a variety of cultural experiences.

In conjunction with International Women's Day and the 'break the bias' theme, our PE team organised a girls' football tournament, 'Let Girls Play' to inspire our children to aim high and follow their dreams.



Years 1 to 6 also learnt about Climate Change through this term's focus topic. Children in Year 5 created a rap about what we could do to solve the problem and Year 6 wrote a newspaper report on the effects of climate change on animals.

Summer

Our Junior Governors have been supporting our local community by writing letters to the residents at Admiral Court and growing sunflowers to give them as gifts. Year 6 enjoyed a virtual visit from Karen Penny, an inspirational woman who is currently trying to raise money for Alzheimer's by walking around the coast of the UK (20,000 miles). The children have also been learning about equality and discrimination in their PSHE lessons including a special assembly in year 5 focusing on the issue of racism.

In Summer 2, we celebrated a Multicultural Fortnight whereby each year group focused on learning about a Commonwealth Country, linking to our own school's ethnicities. Year 2 chose India and created Mandela patterns. Year 6 tasted different food from India and Year 5 learnt Bhangra dances.



Useful websites

- <https://educateagainsthate.com/parents/>
- <https://www.saferinternet.org.uk/safer-internet-day/2020>
- <https://multiculturalkidblogs.com/>
- www.eco-schools.org.uk

SMSC and British Values Gallery





