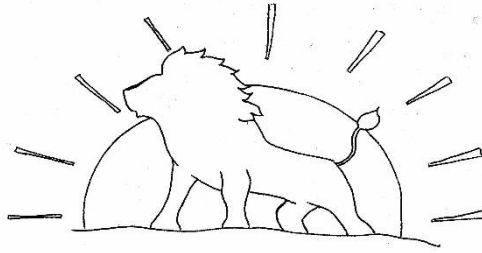


SMSC Statement

Northwick Park MAT



Northwick Park Primary and Nursery
We Take Pride



...working together

Approved by: LGB's
Last Review Date: March 2022

Date: March 2022
Review Date: March 2023

Next Review Date: March 2025

Northwick Park Academy Trust

SMSC Statement

At the Northwick Park Academy Trust we recognise that a child's personal development plays an important role in their ability to learn and achieve, allowing them to take their rightful place in the community as local, national and global citizens.

SMSC is about the values children are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing children for society and in our Trust schools, they are helped to develop positive attitudes and beliefs by being given opportunities to:

- ❖ Develop spiritual values and reasoned personal and moral values.
- ❖ Consider the diverse nature of society, developing their understanding and respect for those with different religions, beliefs, and ways of life.
- ❖ Value everyone equally
- ❖ Develop personal relationships, based on trust, self-esteem, and mutual respect.
- ❖ Become active, responsible citizens in a democratic society.
- ❖ Develop an appreciation of human achievements and aspirations.
- ❖ Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations, and the environment.

We aim to provide opportunities that enable children to explore and develop spiritually, morally, socially and culturally (SMSC).

We provide children with the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. This is done through a curriculum that enables them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. Children are encouraged foster an attitude of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements, which reflect universal human principles. We also expect children to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a Trust we are aware of our collective responsibilities towards SMSC and we:

- ❖ Ensure that all staff are aware of their role in developing children's interpersonal skills, self-esteem and in preparing them for the opportunities, responsibilities and experiences of adult life.
- ❖ Celebrate student achievement, foster a sense of community, and involve children as active participants as much as possible.
- ❖ Children are also encouraged to contribute to the school by developing their leadership roles as Senior Children, Reading Buddies, and democratically elected school Council Representatives.
- ❖ Ensure children have information about all extra-curricular and enrichment activities.
- ❖ Ensure that PSHE lessons provide opportunities for discussion and that there are opportunities for reflection in assemblies.

Spiritual development

This refers to a child's beliefs, religious or otherwise, which inform their perspective on life and their respect for other people's feelings and values. It is about the development of a sense of identity, self-worth, personality, and character. This is supported by:

- The opportunity to develop a set of values and principles which complement and inform children's perspective on life and their patterns of behaviour.
- An awareness of, understanding and respect for their own and others' beliefs.
- The opportunity for children to experience 'awe and wonder' through exploring natural environments.
- Children will have the opportunity to reflect on their learning and progress and to learn from this.
- Promoting teaching styles which value pupils' questions and gives them space for their own thoughts, ideas, and concerns so they can make connections between their learning and the context of their own lives.
- Promotion of imagination, inspiration and creativity, as well as an awareness of self-identity and self-worth.

Moral development

This refers to a child's moral code, their attitude and belief in what is right or wrong. The essence of moral behaviour is to build a framework of values, which regulate personal behaviour, through principles rather than fear of punishment or reward. These values provide the framework for children to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. This is supported by:

- An opportunity for pupils to explore and understand human emotions and the way they impact on people through Literacy, Drama, Music, and Dance.
- Providing a clear moral code for behaviour which has been shaped by the children and is promoted consistently through all aspects of school, for example, Behaviour Policy, Class and School rules, Online Safety and Anti-bullying.
- Giving pupils opportunities to explore personal rights and responsibilities and to develop moral concepts and values throughout the curriculum, for example, during RE, History, Literacy, Drama. Also, through extra-curricular activities, such as School Council, Eco club, the Year 6 residential.
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care for the environment and developing their own codes of behaviour.
- Reinforcing our school's values through images, posters, classroom displays and exhibitions.

In our Trust we reject:

Bullying	Cheating
Deceit	Cruelty
Irresponsibility	Dishonesty
Obscenity	Intolerance including racism, homophobia and discrimination.

Social development

This refers to a pupil's understanding of their role in society and the opportunity to develop the skills which will facilitate positive interaction with their local community. The Trust schools help prepare children to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political, and economic organisations. This is supported by:

- Fostering a sense of community through involvement in community art projects, sports events, partnerships with local churches and supporting local charities and events, visits from role models from the community.
- Encouraging children to work co-operatively, for example, paired reading, well-being warriors, Eco club and school council.
- Providing positive cooperative experiences; for example, sporting events with the Deanes Sports Partnership, Christmas, Easter and Summer performances, Choir performances.

- Providing children with role models from their community; for example, visits from firemen, police officers, and older pupils both current and pupils who have moved on.
- Helping pupils to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect, moral principles, independence, inter-dependence and self-respect.
- Encouraging children to challenge, when necessary and in appropriate ways, the values of a group or a wider community through public speaking training and assemblies which introduce children to positive role models.
- Helping children to resolve tensions between their own aspirations and those of a group or wider society; through adult support, Year 6 residential, PSHE and circle time discussions and assemblies.

Cultural development

This refers to a child's understanding of the beliefs, values, and customs in their own and others' social, ethnic and national groups. Within our Trust we seek to develop in children an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. We have designed our curriculum to provide experiences of all aspects of culture including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic, citizenship and religious education. This is supported by:

- Providing children with opportunities to explore their own culture assumptions and values through the curriculum and special events, such as Christian values week.
- Celebrating the attitudes, values, and diverse cultures in Geography, RE, History, Literacy, Assemblies, Art, Dance, Music and drawing on the children's own cultural backgrounds.
- Recognising and nurturing gifts and talents.
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness, for example, through Drama, Music, visits to alternative places of worship.
- Reinforcing our school's cultural values through assemblies, learning, displays and photographs.
- Using ICT and the Internet to extend partnerships with those from other cultural backgrounds.