



Inspiring All to Excellence



Anker Moor Primary Academy

SMSC and British Values Policy

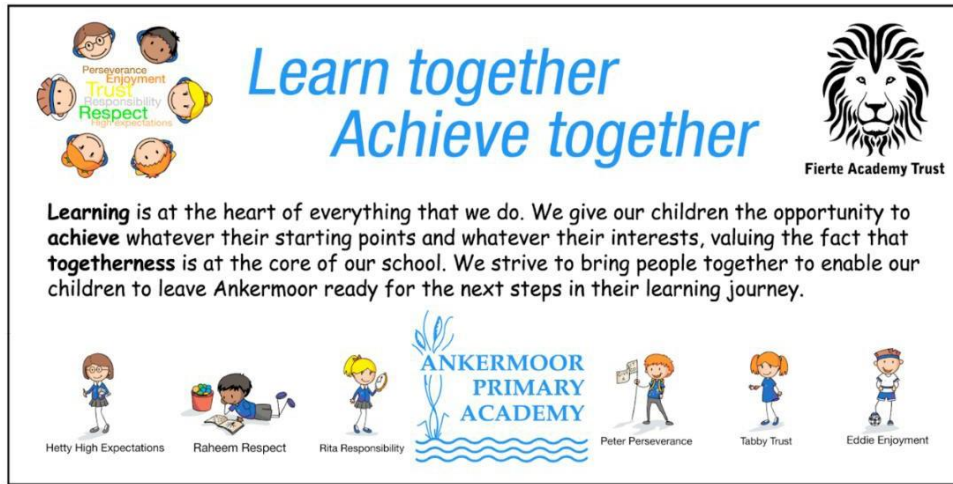
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SMSC Policy Statement

Rationale

At Ankermoor Primary Academy, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others (Cultural Capital). This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect, trust and be responsible for each other and to appreciate each other's similarities and differences through the school values. An awareness and understanding of, and respect for, the environments in which they live is also developed (see **vision and values information, educational visits – Tamworth, Sea Life, River Study, Cinema, Outward Bounds, Fire Station visit**).

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities. (see **behaviour chart, Behaviour plans, RR school rules, weekly celebration assemblies – Special Mention and certificate of Achievement, Raffle reward**).



Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures. (**R.E Long term plan - Christianity, Islam, Hinduism and Judaism study, PSHE Long term plan, Ankermoor Angels, Forest School Action Plan, Assembly rota, Mindfulness pictures**).

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others. **(School values, assemblies - harvest, Divali, Christmas, Easter, Eid, Chinese New Year, Church visitors, R.E lessons, Reading spine opportunities).**

British Values Policy Statement

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils especially in line with the school's vision and values.

'British Values' have been identified as:



Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate through cooperative learning and working together.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice, we demonstrate that we support democracy and liberty. **(School council, House captains, Play leaders).**

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place **(Vision and Values, Behaviour rewards and sanctions, RR schools rules).**



Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as **MacMillian, Foodbank, World Autism Awareness, World Book Day and Children in Need**. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem. (**Mental Health, Mindfulness, Anker Moor Angels, nurture groups, after school clubs**).



Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted (**class groupings**). This may include working with **external coaches**, theatre groups or other visitors. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include community events and shared participation with other schools/colleges. (**Educational visits – Tamworth, Sea Life, River Study, Cinema, Outward Bounds, Fire Station visit, Fierte Festival, Hook days, class displays, links with other settings, WOW weeks**).

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion. (**Staff workshops, Inspire Workshops, Community events in school, Friends of Anker Moor, World Mental Health Day, E-Safety Week**).

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. (**Black History Week, Visitor assemblies**).

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. (**Assembly rota**).



Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'. **(Competitive sports events – athletics, football, Silver Sports Games Award 2019, Travel Stars Bronze).**

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to **ALL** staff to actively protect and promote the welfare of children. **(My Concern).**

The staff work closely with parents, carers and other professionals to ensure that the pupils at Ankermoor Primary Academy are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community and future ahead.

