

**Holy Infant and St Anthony School SMSC Programme – demonstrating how the promotion of
Fundamental British Values is embedded in the SMSC Curriculum**



The Spiritual, Moral, Social, and Cultural Curriculum (SMSC) at Holy Infant and St Anthony School, Bolton.

All maintained schools must meet the requirement set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social, and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, the school can demonstrate the promotion of fundamental British values.

The Spiritual Development of Pupils

Statutory requirement of the SMBC Curriculum	This is achieved by....
<p>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.</p>	<p>Religious Education at Holy Infant and St Anthony School provides pupils with a deep understanding of the Catholic Faith, as well as an awareness of the faith and traditions of other religious communities, as a basis for understanding and respecting them.</p> <p>The religious education programme explicitly focuses on the fact that Jesus encouraged love of all mankind and that this manifests in tolerance and respect of the uniqueness of the person and a belief in the fundamental right to freedom to choose and express faith.</p> <p>Children learn about different faiths (Judaism, Hinduism, Sikhism and Islam) and they learn to respect the fact that people worship in different ways and in different cultural contexts and that their beliefs are to be respected just as we, as Catholic Christians, desire reciprocal respect. The programme of learning facilitates visits to places of worship, and encourages visits from speakers from different faith communities, engaging pupils in activities which enable reflection and informed discussion, whilst emphasising respect for and tolerance of the diversity of practice, values and moral teachings.</p> <p>Children are encouraged to ask questions and reflect upon their own faith and that of others, in a mutually respectful, tolerant, honest and courteous manner. Children are aware that people should be free to hold and practice different faiths or none.</p> <p>Frequent opportunities for prayer, contemplation and discussion on matters of faith are an intrinsic part of the curriculum.</p> <p>Activities include;</p> <ul style="list-style-type: none"> • ‘Multi-faith week’ – an exciting programme of visits, activities and presentations at the end of which pupils demonstrate their new knowledge and understanding in an exciting presentation assembly. • Ethos Group and Chaplaincy team work in school and with other schools to reflect on their own faith and the faith of others <p>IMPACT: Our children understand that freedom to choose and hold a faith and observe religious practice must be respected, as an expression of the free will given to humanity by God, and that this freedom is enshrined and in, and protected by UK law.</p>

<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>We see the world and all persons within it as deserving of love and respect, in keeping with the precepts of the Catholic Faith – that God created all.</p> <p>Pupils are taught, through RE, Science, and wide ranging topic work, that we inhabit a beautiful yet fragile world and that it is our growing personal responsibility to care for ourselves, each other, and our environment.</p> <p>Fascination in and awe of creation, together with an understanding and respect of the diversity of human cultures and life-styles, is engendered through a wide-ranging programme of study and activities, examples in the past have included;</p> <ul style="list-style-type: none"> • Me and my world’, ‘The seasons and changes’, ‘Chinese New Year’, Exploring through play • ‘Growing things’, ‘Life cycles’, ‘Chinese New Year’, Exploring through play • ‘When Dinosaurs walked’, ‘Animals in the wild’, ‘Diwali’ • ‘The Human Body’, Healthy eating & lifestyles’, • ‘The insect world’, ‘The food web – the balance of ecology’, ‘Recycling’ • ‘Energy, Electricity, Global warming & renewable energy’ • ‘The Rainforests’ • ‘The Solar System’ • Eco-man visit <p>The weekly celebration assembly (Friday) provides opportunities for children to be inspired and to share in and celebrate their own achievements and that of others. An equally important focus is on appreciating, promoting and honouring the qualities of citizenship, leadership, kindness and respect.</p> <p>IMPACT: Our children understand the contribution that each individual makes to society in their own unique way. They are able to discuss the threats to the environment and accept their responsibility to treat the world, themselves and all of humankind, with love and respect. They have an age appropriate understanding of healthy lifestyles.</p>
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<p>Use of imagination and creativity in their learning.</p>	<p>Teachers carefully plan lessons to inspire imagination and creativity and to allow children to express themselves in a variety of ways. Children engage in music, drama, dance, creative writing, art, role play and are encouraged to express personal thoughts and ideas during circle times, reflective worship and debate.</p> <p>Children explore the work of famous artists and authors and are encouraged to respond, to notice and appreciate the richness of historical and cultural influences.</p> <p>IMPACT: Our children understand and respect the contribution that each individual makes to society in their own unique way.</p>
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<p>Willingness to reflect on their experiences.</p>	<p>Children are encouraged to reflect on their learning. At the end of lessons, they are asked to 'self-evaluate' their experience by responding to the questions;</p> <ul style="list-style-type: none"> • What have I learnt that is new? • What skill have I learnt or developed? • What have I enjoyed most in this? • Of which piece of work am I most proud? • Have I worked SMART? <p>Children are encouraged to share experiences, such as anecdotes from holidays or trips, during circle times.</p> <p>During RE sessions, children are encouraged to share the teachings and traditions of their faith with others.</p> <p>Activities enable the children to discuss feelings, emotions and personal reactions to events; those they experience personally, as well as those they hear of or encounter through the news. Worry and prayer boxes allow the children to ask for help.</p> <p>IMPACT; Our children learn to reflect with honesty on their experiences, to appreciate that they can learn from both mistakes and success, and from each other; and they understand how this can help them to improve their knowledge and understanding.</p>
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The moral development of pupils

Statutory requirement of the SMBC Curriculum	This is achieved by....
<p>Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.</p>	<p>A careful emphasis is placed on nurturing a clear understanding of right and wrong and the consequences of actions. Our Catholic Christian ethos pervades daily experiences and our pupils are encouraged to value and respect each other as children of God.</p> <p>We nurture our children to develop the social skills of sharing, polite listening, cooperation and collaboration, to engender a positive atmosphere within the school. We encourage and reward kindness, courtesy and helping others.</p> <p>Each class formulates a personalised 'Class Rules' at the beginning of the year - this is then displayed in each classroom.</p> <p>In RE we highlight the rules of the Church and God e.g. the Ten Commandments and the precepts of the Church.</p> <p>In RE, Circle time, assemblies, and other activities provide many opportunities for children to discuss rules, laws, and moral codes.</p> <p>We invite Community Police Officer/Fire Service into school to provide liaison/information assemblies.</p> <p>IMPACT: Our children have a firm understanding of right and wrong. They understand the values of repentance and forgiveness, enshrined in the Catholic faith. They endeavour to 'Treat each other as they would wish to be treated themselves'. (Luke 6:31) They understand that actions have consequences.</p>
<p>Understanding of the consequences of their behaviour and actions.</p>	<p>We have a clear behaviour policy, founded on the principles of positive encouragement and reward for good behaviour. We have a simple clear 'Good to be Green' system, which enables children to know when their behaviour falls short of expectations and a graduated, consistent and fairly implemented sanctions and disciplinary process. Children are always given opportunities to reflect upon their behaviour and the consequences of their actions. Where age appropriate, children</p>

	<p>complete a written reflection and suggest how they can improve.</p> <p>We have a robust approach to tackling bullying, racist or discriminatory behaviour. Our children are aware that bullying is unacceptable and we have assemblies and focus weeks covering ‘Staying Safe’, E-Safety and cyberbullying’ and ‘Anti-bullying week’. We provide information to parents.</p> <p>Older children will discuss the rule of law and become increasingly aware of the distinction between religious and moral codes of conduct and those enshrined in law. They learn about legal sanctions and the role of the judiciary.</p> <p>We organise visits from the PCSO and Police to reinforce the message of right and wrong.</p> <p>Impact: All children are aware of behavioural expectations and school rules. They understand that actions have consequences. Behaviour in the school is generally good. Bullying, Racist and discriminatory incidents are rare. Our children know how to stay safe and to whom they can speak if they need help.</p>
<p>Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>Our children are encouraged to develop respectful listening skills and to confidently offer their thoughts and opinions without fear of criticism or ridicule.</p> <p>Staff are vigilant for and challenge any discriminatory, biased, racist or sexist language or behaviour. We expect all staff and visitors to the school to act as exemplary role models for our pupils. We record all racist or discriminatory incidents and proactively work to prevent and combat these. Older children learn how the law prevents discrimination and protects the individual; they are taught to recognise and report or appropriately challenge discrimination.</p> <p>We provide opportunities for children to discuss and debate moral and ethical issues at an age appropriate level.</p> <p>In RE, we provide opportunities for pupils to discuss the rules of the Catholic faith and different religions; older children will discuss the difference between law and ‘moral codes’. Children are encouraged to express opinions in a courteous manner, justifying their responses.</p> <p>Impact: Our children begin to develop a set of reasoned attitudes; they can explain their choices/opinions in an age appropriate manner. Within the school discriminatory incidents are rare as is the use of discriminatory language.</p>

The Social Development of pupils

Statutory requirement of the SMBC Curriculum	This is achieved by....
<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p>	<p>There is a strong focus through PSHE, Circle/Worship time and through the Catholic Christian ethos of the school, upon developing the necessary social skills and moral code, knowledge and understanding, to live harmoniously in a diverse society.</p> <p>As a faith school, we recognise the need to ensure that that children within the school who are not Catholic, and those who have no faith, should feel a sense of inclusivity. We ensure that the school prospectus is clear and transparent about the Catholic mission of the school but place great emphasis upon the fact that we embrace and value children of any faith.</p> <p>We value cultural and ethnic diversity. We invite parents and pupils to come into school to share cultural experiences.</p> <p>Impact: Increased awareness of other cultures, faiths and religious practices. Bullying, racism and discriminatory behaviour/language is rare; our children inclusive in work and play situations.</p>
<p>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p>	<p>Our pupils are encouraged to be ‘good citizens’ both within school and in the wider community. Group work, collaborative work, and team play, provides many opportunities for our pupils to learn to cooperate and support each other. We value the SMART way of working where personal qualities of SMART are more important than outcomes. Where disputes or disagreements arise, we involve pupils in the resolution to enable them to acquire the skills to resolve conflict independently. We plan to develop a ‘Peer mediation Group’ in the future.</p> <p>Our children support each other as Playground pals, Reading Buddies and Volunteer helpers, Chaplains and Ethos Group throughout the school day. Being a register monitor or class book monitor, provides opportunities to assist and support in the class.</p> <p>Pupils cooperate and work with children from another multi-cultural CofE school e.g. in presenting ‘Stations of The Cross’ and further planned initiatives.</p> <p>Charity plays a major role in our school life both locally and globally (see newsletters)</p> <p>Impact: Children understand the role of ‘People who help us’ and their own responsibilities in ‘Treating each other as they would wish to be treated themselves’ (Luke 6:31) Children are aware of the contributions they can make to the community.</p>

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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

- Children learn about the democratic process in a real and ‘tangible’ way. The school has;
- School (Pupil) Council – to which two children from each class are elected by peers as representatives
 - Annual elections for Head Boy/Girl
 - Class rules – agreed by each class member
 - Opportunities for debates
 - Mock elections held e.g. during a General Election period or referendum period (e.g. the Scottish devolution referendum)
 - Opportunities to learn about the development of democracy in history lessons
 - Teachers who listen to pupils; and pupils who know they are listened to!
 - Opportunities for pupils to write to and meet their local councillor

Impact: Children engage in a democratic process, which is meaningful to them. They learn to accept and respect a majority decision. They perceive tangible benefits to participating in a democratic process.

The Cultural Development of pupils

Statutory requirement of the SMBC Curriculum	This is achieved by....
<p>Understanding & appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Older children will learn of e.g. the impact of the Vikings, Romans, and Tudors, on the history and development of our Nation; they will learn to understand the impact of more recent cultural influences. They will learn about the influence of artists and musical composers, on cultural development. They will learn about both the First and Second World Wars and consider the challenge both posed to democracy, individual freedom, religious freedom, and sovereignty. In RE and History the children will learn how Christianity shaped British heritage and law, and how this influenced other nations of the world – the Magna carta.</p> <p>Impact: Our children are encouraged to know Britain as a multi-cultural society enriched by the influences of many cultures and ethnic groups throughout history.</p>
<p>Understanding & appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p>	<p>Events, previously mentioned, such as Multi-faith week will promote a positive attitude, understanding and appreciation of the contribution of all persons to the richness of modern Britain. We schedule opportunities for topic work including speakers to visit school, and for trips to places of interest as part of the RE, History and Geography curriculum.</p> <p>The school council have been invited to Sharples Primary to share good practise and to celebrate Eid.</p> <p>Impact: Our children are encouraged to know Britain as a multi-cultural society enriched by the influences of many cultures and ethnic groups throughout history. Respect without prejudice.</p>
<p>Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>	<p>Pupils reflect on the consequences of societal and racial disharmony in the annual Remembrance Day Assembly; they also learn to appreciate and honour the sacrifice of those who gave their lives to preserve peace and democracy for our Nation. Older children study the Second World War. Our children will learn about local and central government and where possible will visit the Council building and have a visit from our local councillor. They will take a ‘virtual tour’ of Parliament and learn about the role of MPs and Lords.</p>

	<p>Impact: Our pupils will acquire an understanding of the value of the democratic process; they will experience it in action’ and be encouraged to perceive it as fair and just.</p>
<p>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	<p>The School provides a broad and balanced curriculum, which offers the children opportunities to engage in sporting, academic, musical and artistic activities. Children have enthusiastically participated in;</p> <ul style="list-style-type: none"> • Drama productions • Dance • Sports clubs • Film club • Science Club • Art Club 7 Art activities producing excellent display work • Knitting Club • Musical presentations – choral and instrumental • Worked with the Halle Orchestra • Participated in local sporting events • Art competitions <p>Impact: Children discover and develop their own interests and talents and learn to appreciate those of others.</p>
<p>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</p>	<p>Our children are encouraged to know Britain as a multi-cultural society enriched by the influences of many cultures and ethnic groups throughout history.</p> <p>Events, previously mentioned, such as Multi-faith week will promote a positive attitude, understanding and appreciation of the contribution of all persons to the cultural richness of modern Britain.</p> <p>We have a mission statement that is inclusive. We promote respect for others as a matter of good manners.</p> <p>Children are expected to respect the value of everyone’s opinion during debates and discussions. In RE and PSCE we emphasise that every person is unique and ‘created in the image of God’ and</p>

<p>their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<p>therefore deserves our love and respect. We have an effective anti-bullying policy and a strong and supportive system of pastoral care. We are robust in tackling anti-social and discriminatory behaviour. Selected children in Y6 were involved in an anti-bullying/assertiveness workshop delivered by Caritas.</p> <p>Impact: A firm understanding of the Catholic Faith. Increased awareness of, and respect for, diversity of cultures, faiths and religious practices. Bullying, racism and discriminatory behaviour/language is rare; our children are inclusive in our children are inclusive in work and play situations.</p>
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