



SMSC DEVELOPMENT

Communicating Love; Inspiring our
Community to Flourish

2018-2019

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Ethos

Developing the Whole Child

At St Gabriel's CofE Academy everything we do is underpinned by our loving, distinctive and inclusive Christian ethos. We want the best for our children; with love as our core value and primary motivation, we ensure every decision and every action we take is with the best interests of the child at the forefront of our thinking. We communicate God's love and hope for the future to the children in our care and the community we serve by providing the best possible educational experiences and support for children and families. Experiences which are deeply affecting, inspiring confidence and fully equipping our children for their future, enabling them to flourish and fulfil their potential. We recognise each child is gifted with unique skills, talents and interests and place an equal emphasis on developing the whole child in every way.

Academically – encourage excellence, striving to make great progress.

Physically – grow healthily with increasing skill and respect for our bodies.

Mentally – secure a healthy, joyful, mature outlook; building resilience.

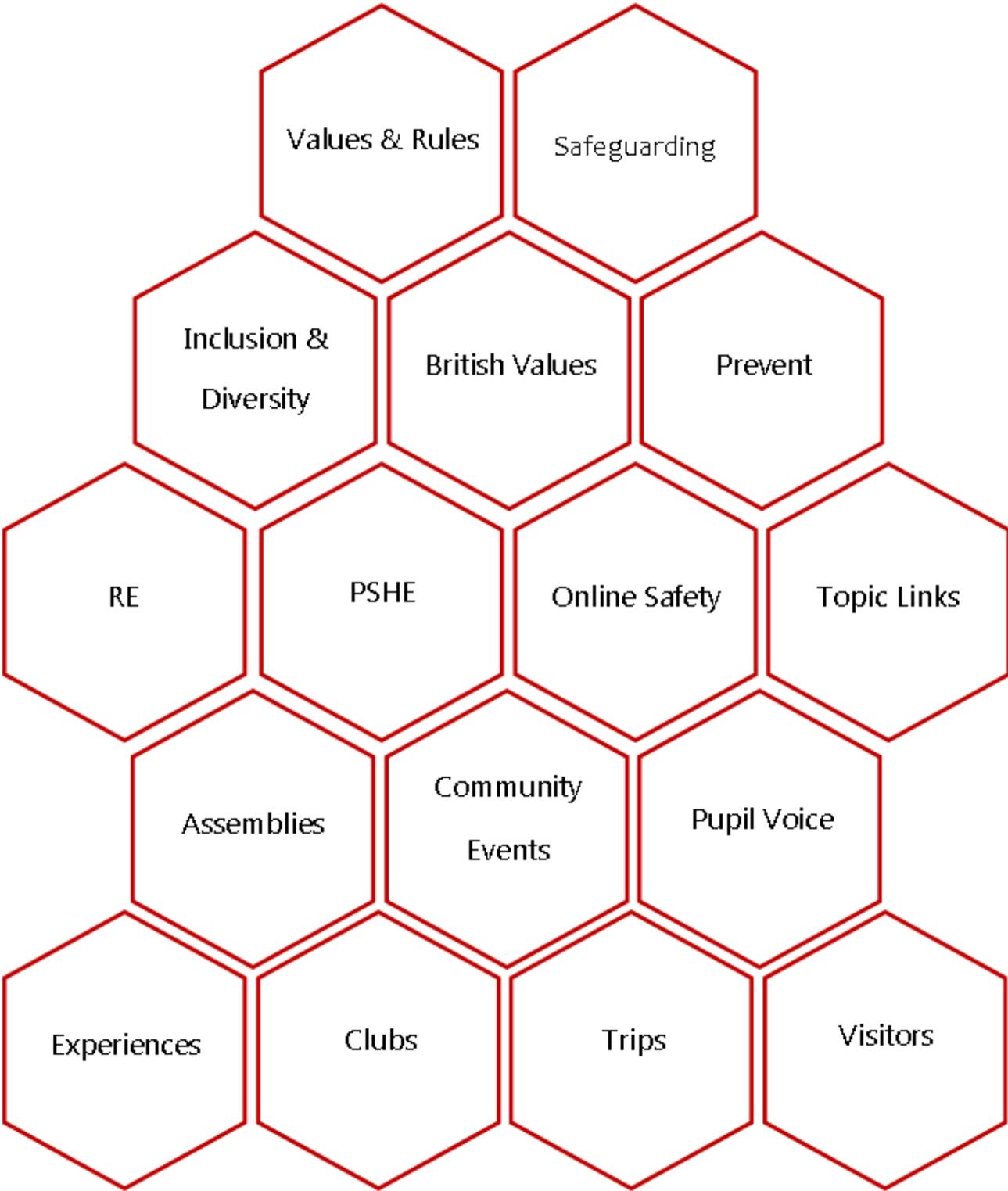
Spiritually – develop an appreciation of beliefs, their impact and influence on our lives.

Morally – mature in an understanding of behaviour, law and ethics.

Socially – build and maintain healthy relationships as a collaborative community.

Culturally – identify the responsibilities and opportunities presented in our society and beyond.

Building Blocks of SMSC



Values

School Values

At the heart of our school, are our values. We teach our children these values to support their moral development and to prepare them for life in Modern Britain.

Love	Community	Respect	Growth	Integrity
Forgiveness	Family	Humility	Hope	Honesty
Compassion	Friendship	Dignity	Support/Challenge	Wisdom
Kindness	Service	Equality	Courage/Responsibility	Trust
Peace	Generosity	Thankfulness	Resilience	Justice

At St Gabriel's CofE Academy we live our values:

Our relationships are built on love and forgiveness; we learn and live in community with each other, serving one another generously; we humbly treat everyone with equal respect; we courageously strive to grow in every way with a hope for our future; we maintain our integrity, building trust through honesty.

Through this modelled behaviour, children learn how to exist together in a respectful and loving way; without engaging in bullying behaviours.

Rules

Our school rules enable children to understand clearly what living our values looks like; what to do and what not to do. These provide a framework within which to place boundaries around children's behaviours; supporting their moral development.

Love	Community	Respect	Growth	Integrity
<p>Do show love. <i>Don't let hands, feet or words hurt.</i></p>	<p>Do look after our school and its people. <i>Don't spoil our school community.</i></p>	<p>Do think about other people's feelings. <i>Don't ignore or upset.</i></p>	<p>Do give your all. <i>Don't do less than your best.</i></p>	<p>Do be honest in what you think, say and do. <i>Don't hide the truth.</i></p>

British Values

As well as supporting our children's moral development through the teaching of our values, we also actively promote British Values and help our children develop their own understanding of what it means to be British. We want our pupils to grow into adults who use their values to guide their choices. We want to help them understand the thinking behind ideas and values as well as how to challenge and change them for the better. We believe that values won't be assimilated because we as a school demand they are, particularly if they're very different from those at home. We believe that this understanding has to be arrived at through mutual exploration and understanding.

Through our rich curriculum, children are presented with opportunities to explore democracy, the rule of law, individual liberty and tolerance. One of the key ways we do this is through our Religious Education lessons where pupils tackle complex ideas to help them form their own opinions. Our PSHE curriculum also helps children develop a deep understanding of democracy; understanding the role they play in our community and in wider society.

Approach to Behaviour Management

As a school community we believe that the way adults behave strongly influences children's development and understanding of how to be in the world therefore we adopt a positive approach to managing behaviour; placing communication at the heart of our practice; believing that positive language encourages appropriate behaviour and reinforces it. The language we use should allow children to take responsibility for their behaviour.

We do all we can to:

Use humour; it builds bridges
Keep calm; it reduces tension
Listen; it earns respect
Reject the unwanted behaviour not the person
Work to agreed procedures
Be consistent

We do all we can to avoid:

Humiliating; it breeds resentment
Shouting; it diminishes the individual
Over reacting; the problem will grow
Blanket punishment; it creates resentment
Sarcasm; it damages self-esteem

By taking this approach, with values at the heart of our school, exemplified by rules and modelled by all, our pupils' moral development is supported as it helps them understand what is right/wrong, why it is so and what this looks like.

Safeguarding

We believe that safeguarding is the most important job we do as a school and seek to not only react and intervene promptly when concerns arise but also to proactively teach our pupils the skills and knowledge they need to keep themselves safe. This belief and these practices are fundamental to our SMSC provision.

Prevent

One of the key ways we keep our community safe from radicalization and extremism is through our PSHE and RE curriculums which are taught under the umbrella of our school values.

In order to ensure that our staff are fully briefed on how to identify and protect children, parents and staff at risk of radicalisation, the Government's W.R.A.P. Session (Workshop to Raise Awareness of Prevent) is delivered to all staff; giving them the tools with which to further safeguard our children and community. This training is delivered by a senior member of staff who has received accredited training from the Coventry CTU (Counter Terrorism Unit).

Our Curriculum

Overview

The purpose of our curriculum at St Gabriel's is to equip our pupils with the tools they need to live fulfilled lives and be well prepared for the opportunities, responsibilities and experiences of later life, to help them engage with and flourish in our local and global community and to captivate, excite and instil in them a lifelong love of learning.

Topic Based Learning

At the heart of our curriculum are quality texts and topics which support children's SMSC development by exposing them to a wide variety of worlds, beliefs and events. Through making meaningful links to SMSC themes; children come to understand their place in the world.

Whole school topics allow for the space to contemplate big ideas and concepts across age groups; allowing children to consider different perspectives and points of view. Our RE, PSHE and PE curriculums sit outside of our topics; allowing for specific content and skills to be taught whilst making links, where appropriate to topic content.

RE

Our inclusive Christian ethos permeates the curriculum in the perspectives and values we share and through our times of collective worship and reflection. Special care is taken to ensure the beliefs of children from all faiths or no faiths are valued, respected and shared as a community of learners. Our R.E. Curriculum is defined by:

- High quality teaching and learning about beliefs and world religions

- Inclusive Christian perspectives demonstrated through all life at the school – values of respect love, community, growth integrity – for all pupils
- Daily collective worship, assemblies and celebrations
- Christian Values strengthening British Values

Understanding Christianity

Our RE curriculum utilises the Understanding Christianity scheme. By addressing key questions, Understanding Christianity encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

1. Making sense of the text – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
2. Understanding the impact – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
3. Making connections – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

The Understanding Christianity approach is about developing skills in pupils to help them 'think theologically' alongside learning lots of knowledge about the Bible, Christian belief and practice.

Our RE curriculum extends beyond this scheme, helping children make connections between a variety of religions; supporting them with asking questions and exploring

beliefs around key concepts such as light, pilgrimage and love. These lessons seek to draw out commonalities of belief and help children develop deep tolerance, love and understanding for those around them and beyond.

Collective Worship

Our daily collective worship helps develop our sense of community and gives children space and time to explore and reflect on their own and others' spirituality and beliefs. Covering a range of themes including our values, world issues and celebrations, these daily gatherings are inclusive in nature and look outwards to the world as well as inwards to our own humanity.

Class Assembly

Three times a week, children come together as a class and spend time reflecting on their learning, their behaviour, their values and the wider world. This time allows for the space to consider their place in the world and time to discuss topical questions and issues that may not be addressed in other lessons. For example, through discussion about an election in another country, issues of democracy can be considered. During this time, pupil opinion is also sort and utilised for the benefit of our community.

Personal, Social, Health Education

As a school, we strongly believe in the importance of educating children to an exceptionally high standard not just academically but in such a way that prepares them to make a positive contribution to modern Britain. Because of this, we give high priority to the personal, social and emotional development of pupils and it forms a central part of our SMSC provision.

Children take part in weekly PSHE sessions which develop their personal and social skills as well equipping them with the skills and knowledge they need to live a healthy life. Our bespoke curriculum is based on a framework from the PSHE Association and focuses on six main priorities.

Priorities

Our six main priorities are developed throughout the curriculum and revisited in greater depth and in new contexts as children go through our schools helping to build our pupils' character.

<u>Emotional Literacy</u> Recognising, discussing and managing emotions.	<u>Respect</u> Recognising and promoting diversity and equality.	<u>Risk</u> How to recognise and manage risks across a range of contexts.
<u>Resilience</u> Managing change and difficulty.	<u>Consent</u> Understanding of their own rights and responsibilities across a range of contexts, including managing their own privacy.	<u>Healthy Relationships</u> How to recognise and manage healthy and unhealthy relationships.

Relationships and Sex Education (RSE)

Our Relationships and Sex Education is embedded within our PSHE curriculum. It is based upon guidance from The PSHE Association and within the context of Valuing All God's Children (2017). It utilises nationally recognised resources and equips our children with accurate, age-appropriate information and gives them opportunities to develop life skills. Annually, parents and carers are invited into school to discuss the RSE their child(ren) will be taught that year. They are able to look at all resources that will be

uses and will be offered advice on how to discuss the topics taught with their children at home. By working in partnership with our families, it is hoped that a low lesson withdrawal rate will be secured.

PSHE Overview

Personal, Social, Health Education		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	Cycle A	Relationships	Health & Wellbeing	Wider World	Health & Wellbeing	Relationships	Wider World
		Me and My feelings	Me and My Wellbeing	Me and My Community	Me and My Safety	Me and My Relationships	Me and My Future
Key Stage 2	Cycle B	What do we like and dislike? Likes & Dislikes Comfortable/Uncomfortable Identify	How do I keep myself healthy? Keeping clean Hands and teeth Choices School environment	Are we all the same? Similarities and differences Family Belonging	How do I keep myself safe at home? Safe people Trust Owning ideas and possessions	What is the best way to behave? Types of behaviour Fairness and kindness Bullying	What is a family? Growing and changing Identity and family Asking for help
		What are feelings like? Feelings Empathy Management of feelings	How can we stay healthy? Making healthy choices Routines Rest Mental Health	Where do I belong? Needs and wants What it means to belong Responsibilities	How do I keep myself safe? Hazards Choices People who help us	What makes us the same or different? Life cycles Similarities and differences Stereotypes	What's change like? Changes Growth and change Changes in their future
Lower Key Stage 2	Cycle A	How do we feel? Wider range of feelings Strategies to manage feelings positively	What do healthy people eat and do? Balanced Diet Impact of exercise on the body Mental health Resilience	What do I do for my community? Needs of a community What a community needs/gives Individual responsibility Comparisons	What should be done in an emergency? Being in charge of yourself Measuring safety Emergency services	What makes a good friend? Friendship Conflict resolution Compromise	How have I grown up? Growing Up Personal space People who help us
		What can we do with feelings? Identify a wide range of feelings Management of multiple feelings Choices and consequences	How can we keep our minds and bodies healthy? Balanced Bodies Mental health Routines	What impacts on my community? Community Issues Tolerance Who does what Individual responsibility	Who am I going to be? Feelings linked to safety Being assertive Ownership and consent Talking about uncomfortable feelings	What should we do about bullying? Feelings around inclusion/exclusion Types, impact & what to do	Who am I going to be? Puberty Pregnancy Changes
Upper Key Stage 2	Cycle A	How do I manage my feelings? Complex feelings Management of feelings Overcoming feelings & empathy	How do I keep myself healthy? Keeping clean Changing health needs Mental Health Failure and success	What are my rights and responsibilities? Rights and responsibilities Equality Beliefs and laws Democracy	How risky is this? Managing Risk Risks, dangers and hazards Peer pressure and prejudice	What are my relationships like? Aggressive vs. assertive Saying no safely Attitudes, talk and actions	How do I become an adult? Physical and emotional change Managing feelings
		How do we feel about ourselves? Measuring self-esteem Boosting self-esteem Influences on self-esteem	What is stress? Stress and management strategies Mental Health Limbic system	How does society work? Democracy National Politics Work and tax Resource allocation	How can we make safe choices? Measuring and managing risks Medicines and Drugs	What is prejudice? Racism, homophobia, sexism Stereotypes	What's in my future? Journey to Adulthood Being an adult Secondary School and beyond – employment

Foundation Subjects

Our Foundation subjects – PE, Art & Design, Design & Technology, Computing, Geography, History, Languages and Music combine to deliver a rich, broad and balanced curriculum which is courageous and bold in its format and content. These elements of our curriculum are defined by these core traits:

- Purposeful, creative, collaborative, themed
- Embedded promotion of our school values and British Values
- Developing self-esteem and keeping our children safe

Wider Provision

As part of our vision to see children and families flourish, we provide high quality opportunities to enrich our provision:

- Range of opportunities to supplement learning experiences including visitors who fit within our values, ethos and policies
- Regular educational visits – forming a hub for a topic, providing context and engagement
- Residential trips for older pupils
- After school clubs including sports, cooking, gardening, film, engineering, dance and drama
- Breakfast and after school club
- Special celebration events

Celebrations

Global Festivals

Before each half term holiday, our school hosts a celebration where the focus is a specific country. During these weeks, children learn about the values, beliefs, language and culture of the focus place and celebrate the development of their global understanding with our wider community.

Christmas, Easter and Summer Celebrations

Before the end of the Autumn and Spring term, the opportunity is taken to develop our pupils' understanding of Christmas and Easter. These focus weeks explore issues of faith and concentrate on reflecting on our own beliefs alongside those held by others.

The end of the Summer term provides a wonderful opportunity for our whole school community to come together and celebrate the successes of our year and look towards the next.

Other celebrations

At St. Gabriel's, the opportunity is taken wherever possible to celebrate diversity, beauty and all that is good within the world. For example, Diwali and Eid are marked and explored alongside our Christian celebrations; ensuring all members of our community are included and those beyond our community are understood.