

STANFORD JUNIOR AND INFANTS

SMSC AND BV
CASE STUDY

SPRING 2022

SUBJECT CO-ORDINATOR – MRS K MARSDEN



What is SMSC?

SMSC stands for Social, Moral, Spiritual and Cultural education and is embedded within the curriculum at Stanford Junior and Infants School.

What is BV?

BV stands for British Values, which encompasses four different areas;

Democracy, Rule of Law, Individual Liberty and Tolerance and Mutual Respect for Others



Social

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- 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
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.



Moral

Pupils' moral development is shown by their:

- ability to recognise the difference 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.



Spiritual

Pupils' spiritual development 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 and willingness to reflect on their experiences.



Cultural

Pupils' cultural development 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 life in modern 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 positively 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.



British Values – Child Friendly Terminology

Democracy

Britain is a democracy- this means that the people in Britain vote for the people who make the laws and decide how the country is run. If we didn't have a democracy, just one person might be able to make all the laws and that would not be fair.

The Rule of Law

In Britain we have a police force who make sure people do not do the wrong thing and break the law- this means that we are safe.

Individual Liberty

In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things.

Mutual Respect and Tolerance of Others

We might not always agree with other people, but we try to show respect for their thoughts and feelings. We can give respect to others and we can expect other people to show us respect. In Britain we accept and respect that other people might have different beliefs than ours and they may believe in different religions.



**Intent, Implementation
and Impact
of SMSC and British Values**



Intent

At Stanford Junior and Infants School, Personal, Social and Health Education (PSHE), alongside Social, Moral, Spiritual and Cultural (SMSC) education, enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our focus aims are;

- To build a PSHE and SMSC curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.
 - To build a PSHE and SMSC curriculum that incorporates the understanding of RSE so that children know more, remember more and understand more.

As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.



Implementation

Clear and comprehensive scheme of work in line with the National Curriculum. The school curriculum will focus on three core learning themes: '**Health and Wellbeing**', '**Relationships**' and '**Living in the Wider World**'. The Scheme of work also includes opportunities to link British Values, SMSC and schools Key skills into the curriculum.

Wider Curriculum - All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff.

Displays across school - PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

Assemblies - Wholeschool, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.

Clear and comprehensive RSE scheme of work - The teaching and learning of RSE is planned explicitly within each year group.

RSE programme of work is explicitly resourced - Children will become more aware of RSE and have the real purpose of it.

Parent Consultation - Parents are informed of the content of the RSE programme of work during the class transition meetings and further support clarification is given if required.



Impact

At Stanford we believe that PSHE and SMSC education plays a vital part of primary education and needs to be taught at least weekly. This enables staff to ensure full coverage of PSHE and SMSC is taught in their year group. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class.

PSHE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Through discrete, cross curricular and embedded teaching of the PSHE and SMSC curriculum, we expect the following;

Children will demonstrate and apply the British Values of Democracy, Mutual Respect and Tolerance, Rule of law and Individual Liberty.

Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.

Children will achieve age related expectations across the wider curriculum.

Children will develop positive and healthy relationship with their peers both now and in the future.

Children will understand the physical aspects involved in RSE at an age appropriate level.

Children will have respect for themselves and others.

Children will have positive body images.



Democracy at Stanford – Head Pupils

As part of our SMSC curriculum, we learn about the Fundamental British Values – one of which is Democracy.

A way that we demonstrate this within school is to appoint our Head Pupils.

Each candidate writes a speech to deliver to the whole school during an assembly and each class votes for their chosen Head Pupils. The two elected children represent our school and lead many whole class assemblies and events.

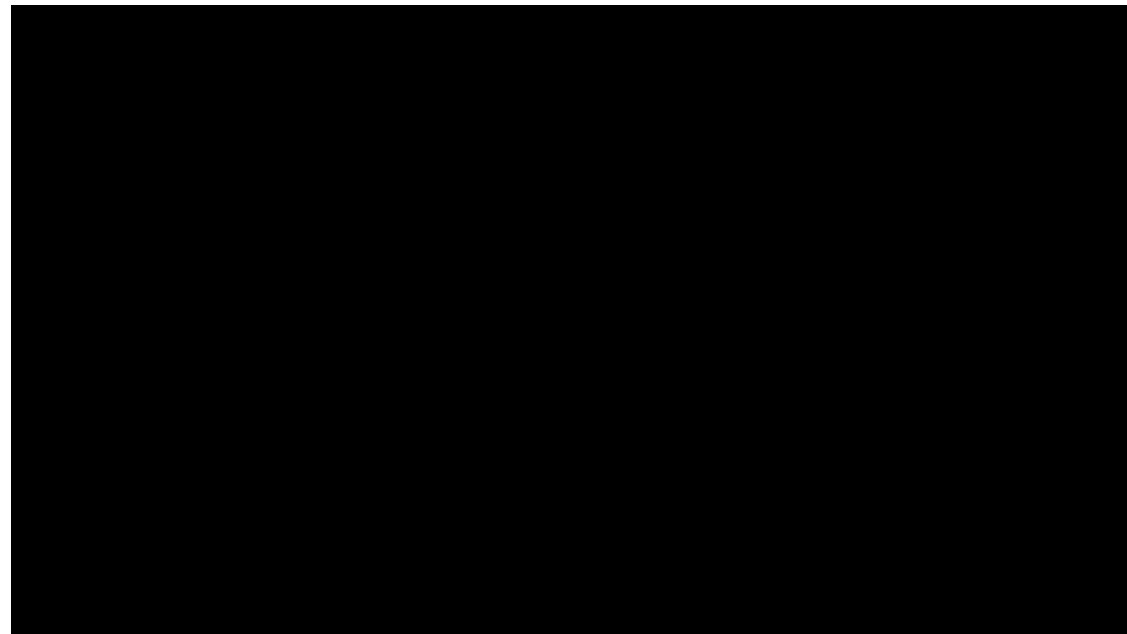


Doing our Salutations wakes us up and we choose what we can do!

Stanford Salutations

I like it because it is like sports, but inside – it is fun and makes our day better.

Each morning, we like to welcome our children into school with a smile (wave, dance or a dab!), to help to boost children's well-being and make the first morning interaction with class teachers a positive one.





**MACMILLAN
CANCER SUPPORT**



MacMillan

Each year at Stanford we perform to parents and the local community, unfortunately, this was unable to happen this academic year.

Despite the restrictions, each class performed a song that was shared with parents and the local community via the school website.

I feel really proud that we have helped raise money for MacMillan cancer research. We chose the song 'Fly' by Avril Lavigne because it is all about everybody being able to have the chance to be there best and have a good life.



Anti-Bullying Ambassador Training



T H E[®]
D I A N A
A W A R D

I am proud to be
an ambassador and
help our school to
be the best place it
can be!



Juniper and Willow pupils have participated in some Anti-Bullying Ambassador training - a marvellous project delivered by The Diana Award.

They spent the day with Clio, a representative from The Diana Award, who worked with the children to help them understand how they can spread the message of helping and supporting one another, abolishing bullying and feeling safe and happy at school and online.

Our Anti-Bullying Ambassadors will help to train other children and each month will be working with Mrs Jones, Learning Mentor, to continue embedding their training across the school.





Humberside Fire Safety



Humberside Fire Safety delivered workshops to each class to discuss the importance of keeping ourselves safe around fire/fireworks/sparklers, especially during Bonfire night.

They shared important statistics about our local area and how/why the fire brigade may need to be contacted. Year 5 wrote a thank you letter.

If a spark lands on your clothes, you must stop, drop and roll. Don't roll back into where the fire is.



HUMBERSIDE
Fire & Rescue Service

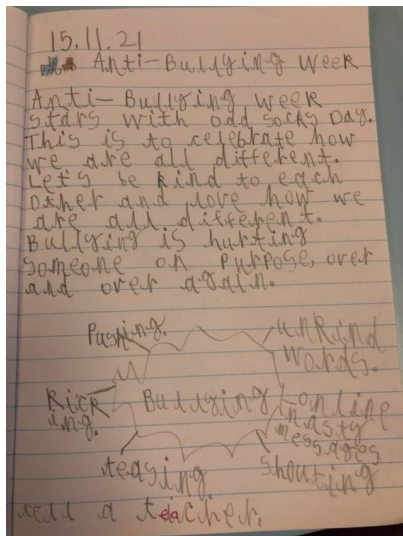
Children must never touch fireworks. Grown-ups need to be in charge of them



Anti-Bullying Week

Anti-Bullying week is important because it helps to stop people getting hurt and tells them what to do if they are being bullied.

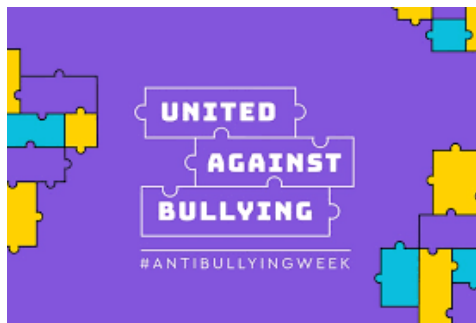
Each year, we hold a whole school focused week including a whole school assembly and videos to discuss what bullying is, what we can do to support each other and who to turn to if you are worried about bullying.



Informative posters with tips for who children can turn to if they are worried are posted around school. Each class produced some posters, videos and tips to help and support each other.



We also took part in 'Odd Socks Day' to celebrate that we are all unique and different.



Black History Awareness Month

October was Black History Awareness Month.

We celebrated in our classes by learning more about the life of Black people with significance in History.

In some classes, their artwork was emulated, e.g. Faith Ringgold and Alma Thomas.

Other classes chose to find out more about the inequality they faced and how they helped to change how people of different ethnicities were treated.

Some of the individuals we learnt more about; *Rosa Parks, Mary Seacole, Martin Luther King and Harriet Tubman.*

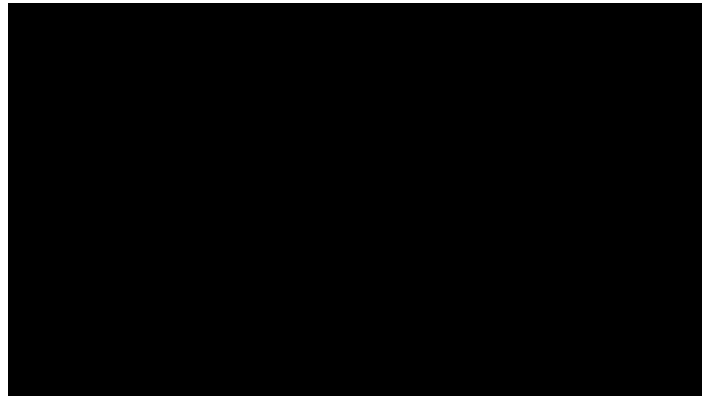
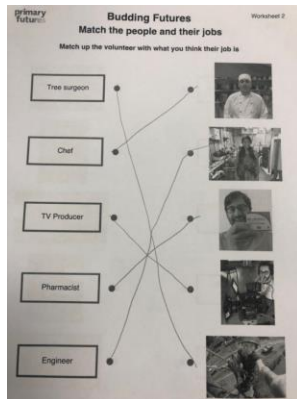


Boys should feel it is okay to cry - it is not a weakness

Transgender Awareness Week

Girls or boys can have pink rooms and clothes. It's just a colour

We chose to celebrate Transgender Awareness Week in school as it is an integral part of our Tolerance and Respect ethos in school. We discussed how it is important to respect people, regardless of the differences – and to celebrate being unique. Classes also participated in focused work surrounding how we can tackle gender stereotypes and understanding how damaging they can be.



In the words of Dr Seuss, "Today you are you, that is truer than true, there is no one alive who is youer than you."



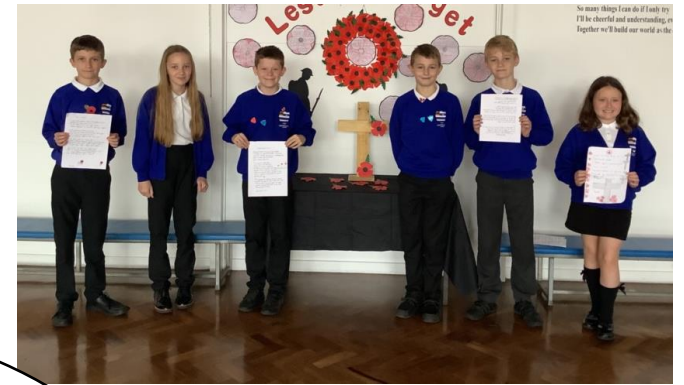
Remembrance Day Service

Year 6 Pupils led a whole school assembly to discuss Remembrance – they discussed why we celebrate Remembrance, the sacrifices that people made during the World Wars, but also linked to how our generation are making sacrifices to help keep ourselves and others safe. Children read poetry, wrote their own poetry and created some beautiful art pieces.



We give money to The Royal British Legion to buy poppy things and to help injured soldiers and service people

When I wear my poppy, I think about soldiers who died in wars.

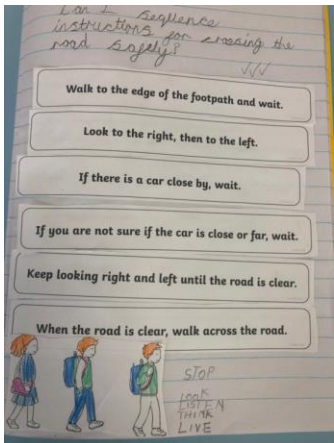


Road Safety Week

We worked alongside an NELincs council Road Safety officer who generously supplied resources for the children, including; reflective zips, key chains, teddies, pencil cases, booklets and bike lights. We watched videos about how to safely cross the road and keep ourselves safe in the community – whether we are walking, biking, scooting or a passenger in a car.

We held a whole school competition to create informative fact files and posters to raise awareness of the importance of keeping safe, crossing the road sensibly and wearing protective gear when biking. Bike-Ability is booked for later in the year for Year 5 pupils.

A team of Y6 pupils are also working alongside Engie, NELincs council and a school governor as part of the **Travel Plan Committee**. This committee are organising improved bike/scooter sheds, safety equipment (helmets and hi-vis jackets) and generating informative maps for the local community to enable safer travel to school and around Laceby village.



Parliament Week

Our pupils at Stanford learnt about the role of Parliament, the government and the importance of democracy. Year 6 children also learnt about Youth Parliament, with some children expressing a keen interest in becoming involved in making a change in their local community.

We will continue to learn more about the role of our Parliament, with a workshop organised to take place in the Summer Term, with local MP, Martin Vickers.



I find it really interesting to discuss how decisions are made and about different ways ideas can become the law.



PCSO Support – Knife Safety

We work closely with our local PCSO, Diane Bell.

PCSO Bell, along with the Street Safe Time, delivered a workshop to Y4 pupils about knife crime and the importance of keeping ourselves appropriately safe and the laws surrounding weapons, including knives.

Willow Class engaged in great discussions and learned some important messages about safety and respect from watching some powerful stories.



It was really interesting to learn about how you can hurt yourself if you are carrying a knife. You should never carry weapons, it is really dangerous. Try to call the police or alert people around you that you need help.



I am really proud that we raised £258.85 for Children in Need.



It is important to help other people who maybe don't have the nice things we have. Everyone should have food, water and books to read.

Children in Need

Each year, Stanford raise money to donate to Children in Need. Pupil Voice suggested own clothes for a £1 donation (or any donation) and focused activities to find out more about what Children in Need is, how it began and the impact it has on people.

This year's theme was 'Life Lessons with Dr Ranj' who discussed how to celebrate our uniqueness and a focus on mindfulness - each class spent part of the day celebrating everyone's differences and the importance of being tolerant and respectful of these differences.

Classes also completed a Joe Wicks workout, featuring a School Key Facts Quiz.





The Hindu Experience

A Hindu workshop was organised to enable children across the school to experience different elements of Hinduism – *storytelling and Diwali, Hindu worship and Gods, Rangoli art, traditional clothing, traditional dance and exploring the similarities and differences between India and the UK and challenging stereotypes.*

It was really interesting to see that people in India can have really different lives. Sunita taught us that you shouldn't always believe the stereotypes about a place.

The dancing was really fun and I liked learning the new moves. I haven't done dancing or worn clothes like that before, it was amazing!





I think talking to people and telling them how you feel really helps.

It's OK to not feel OK. We all have good days and bad days. We can look after each other.

Mental Health Awareness – ‘Mental Health in an Unequal World’

Mental Health and Well-Being is a huge part of our curriculum at Stanford, we have recently had a whole school focus on Mental Health in an Unequal World as part of Mental Health Week.

Children decided that they would like to design a mental health awareness badge to wear in school and showcase to other pupils. All of these designs were to help spread the message of talking about mental health and understanding that we cannot always see who perhaps needs a friend to talk to, or someone to help make them feel valued and appreciated. Each and every badge was unique and generated discussions with children across school and made others smile too.





Community Links

We liked visiting Cloverdale because I think they enjoyed it as much as we did!
I walk past everyday and it was nice to meet the people that live there.



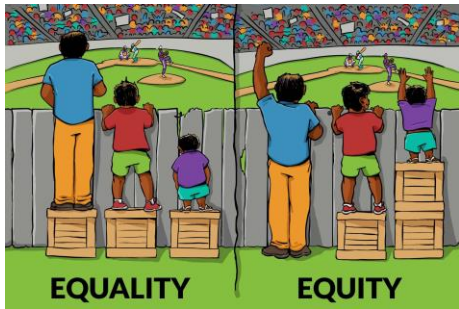
We pride ourselves on our strong community links at Stanford.

Where possible, we encourage local visitors to deliver workshops – *PCSO, Sunita Hindu Workshop, Father Christmas, letters to local communities for the Christmas fayre, Stanford Centre Library, Caistor Christmas Choir, Caistor Lions.*

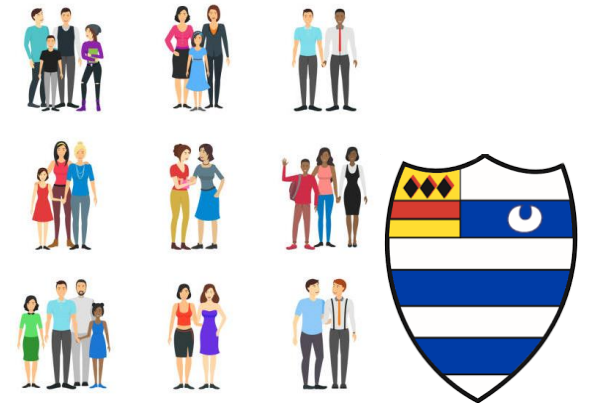


Equality and Diversity

As a school, it is very important to us that all of our children, and by extension their families and wider school community, feel valued and included. We aim to make each individual feel valued and celebrate our pupil's differences. Trying to achieve this involves us all learning what we all have in common as well as valuing our many differences. We think that children will learn better in a school where everyone feels equally safe and welcome. We believe everyone should be given the same opportunities, with equality at the forefront, however we understand that some individuals/groups may need additional support to achieve equal outcomes. Equity is about the removal of barriers to promote inclusion and we recognise that some members of the school community may need this additional element of support, therefore we will provide an equitable curriculum where all children are given the individual support they need to achieve learning goals.



A community newsletter was created in September 2021 to share our vision of Equality and Diversity within the curriculum with parents at our school.



World Issues and News

A key part of our SMSC curriculum is ensuring that pupils develop their HOQ skills and question what happens around them. In order for them to do this, they need to know about the issues in the wider world and to understand that individual actions have consequences, both positive and negative.



We use *Newsround*, *I Wonder...* activities and *Picture News* to offer these experiences to children. They generate class discussions and encourage children to see things from other's point of view.



All children have the right to eat healthy food and to drink clean water



All children have the right to go to school. This is called getting an education

UNCRC

Each class has a termly focus on different articles within the United Nations Convention on the Rights of the Child (UNCRC).

Children learn about the different articles (54 in total) that cover all the aspects of the child's life and set out the civil, political, economic, social and cultural rights that all children, everywhere are entitled to – regardless of ethnicity, gender, religion, language, abilities or any other status.

At Stanford, we are working towards the Rights Respecting Award.





Extra-Curricular Activities

Stanford provide the opportunity for a variety of extra-curricular clubs and groups.

These are varied across the week and throughout the year, each year group have multiple opportunities with a variety of choice.

Pupil Voice is a driving force of our extra-curricular activities and are accommodated wherever possible.

Cookery Club

Craft Club

Multi-Skills

Hockey

Table Tennis

Reading Club

Maths Booster Group

Girl's Football

Chess Club

Gymnastics

Football



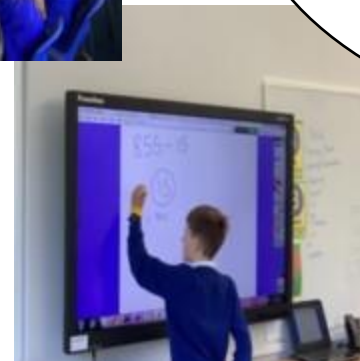
Coaching Partners

Using coaching partners is such a valuable teaching tool within our school. Some of our children have been helping and supporting in the lessons with the class peers, participating in collaborative reading and supporting younger children with their social interactions at playtimes.

We have a group of **UKS2** children that are also supporting **KS1** children with their fine motor and co-ordination by delivering lunchtime **Wake-Up, Shake-Up** activities.



I like playing with the Y6 boys because they make the games really fun and have lots of different ideas. The rockets are my favourite.



I wanted to lead a wake up shake up group because when I am older I would like to teach dance to younger children, and I thought they would really enjoy it.



Year 6 Additional Responsibilities

There are many ways in school that we hope will help the children to become aware of the requirements of the world of work.

Children prepare a presentation as to why they would be the best person for the role, which is then discussed in the class and with the Year 6 staff.

The children are expected to be self motivated to complete their tasks to the best of their ability.

These are the types of roles that are available to the children:

Assembly Buddies

House Captains

Playground Buddies – KS1 and KS2

Polite Point Monitors

Reading Challenge Monitors

Team Point Monitors

Spelling Challenge Monitors

Assembly Monitors

Laptop Monitors

Road Safety Team

Well-Being Committee

Cyber Squad



I have always been excited about being in Y6 so I could collect the reading challenge scores from each class and share in the celebration assembly!

In addition there are a range of class based roles which are allocated to the children.



I love cookery with Mrs Jones, we learn about healthy foods. It is fun to make things with my friends and share ideas. Healthy pitta pizzas were my favourite.



I like playing the different games in nurture because we get to help each other and work with different year groups. I like to help the younger children.

Nurture Support at Stanford

There are a number of nurture support programmes that are used at Stanford School to help and support children with SEMH needs.

These include; Good to be Me, Theraplay, Lego Therapy, Outdoor Learning, Cookery, Tummy Full of Fireworks.

Within each classroom, there is also a 'safe space' for children to go to if they require time to reflect or self-regulate. Classes also have sensory boxes, with items selected through pupil voice discussions.



Pupil Voice

Pupil Voice plays an integral part in our curriculum at Stanford.

Children within the EYFS use their Pupil Voice alongside the motto, 'Choose it, Use it, Put it away!' and their continuous provision is organised in conjunction with their ideas.

Monthly pupil voice meetings, with representatives from each class, discuss upcoming issues – e.g after school and lunchtime clubs.

I enjoy being part of the Pupil Voice team because it is important that we get a say in decisions at our school and can discuss them with other classes too.

Pupil Voice Team

Representatives from each class meet with Mrs Jones and our Head Pupils to discuss that month's focus point.

Pupil Voice secretaries record the minutes and feedback to the classes.

Road Safety Team

Our Road Safety Team is made up of four Y6 pupils – they meet with the NELincs Council Road Safety team. They are currently working on a project regarding safely travelling to and from school around Laceby village.

Well-Being Committee

Our Well-Being Committee is again made up of four Y6 pupils. They discussed ways of enhancing well-being at our school – through a Pupil Voice meeting, they decided and then organised numerous lunchtime clubs ('wake-up, shake-up', 'Colouring Club' and Y6 'Play Buddies' to coach and support some KSI children.



Action Points for SMSC and BV

- further embed the understanding of British Values through assemblies, focused activities in lessons and cross-curricular links
- assembly focus rota for British Values and Rights Respecting
- consistent recording of Pupil Voice through the use of SeeSaw
- as COVID restrictions ease, organisation of more trips and visitors in school
 - each class to have a British Values and SMSC display within their classrooms
- use specific terminology with children to familiarise and embed their understanding
 - regular updates to the school blog
- work in conjunction with the NELincs Well-Being team to work towards achieving the Healthy Places Award

