



## **1. INTRODUCTION**

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

**Article 3** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 12** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 13** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 14** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 17** - Every child has the right to get information in lots of ways as long as it's safe.

**Article 28** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

**Article 29** Education must develop every child's personality, talents and abilities to the full.

## **2. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES**

Freegrounds Infant School is committed to offering equal opportunities for all, regardless of race, religion, gender, ability or disability.

## **3. RATIONALE**

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by governors, staff and parents of our school. It supports all areas of learning and is taught through all subjects of the curriculum and in particular RE and PSHE. SMSC enables children to interpret and respond to a variety of concepts, beliefs and practices and to their own and others cultural and life experiences. In Freegrounds Infants we value cultural diversity and work towards a common vision with a sense of belonging by all communities, we value and appreciate the diversity of backgrounds and circumstances. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. We believe it is important to allow an opportunity to pause for reflection and stillness everyday through class, year group and whole school assemblies and that these times also offer the chance to mark and celebrate special occasions and achievements.

Freegrounds Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

## Aims

### **Spiritual Development:**

- To encourage a sense of awe, wonder, mystery and joy
- To develop a sense of being part of a greater whole
- To begin to search for meaning and purpose
- To provide a wide range of encounters with religion which will help children form a view of the world that they can apply to their own experiences
- To encourage and develop children's interest and opinions about simple concepts and recognise and express their own values and beliefs
- To enable children to consider the effects religion has on peoples lives
- To value and respect the importance of religious beliefs to those who hold them
- To use collective worship to raise awareness of the world with emphasis on family life, festivals and common themes

### **Moral development:**

- To begin to articulate attitudes and values
- To develop a set of socially acceptable values and principles
- To make judgements on issues by applying moral principles, insights and reasoning
- To take responsibility for ones' own actions
- To understand the consequences of actions for self and others
- To behave consistently in accordance with our school ethos and values
- To offer time to reflect upon spiritual and moral issues through collective worship

### **Social development:**

- To understand how individuals relate to each other
- To begin to adjust to a range of social contexts by appropriate and sensitive behaviour
- To make a personal contribution to the well-being of groups
- To recognise the ability to exercise responsibility and initiative
- To participate cooperatively and productively in the community
- To know how societies function and are organised
- To understand how what is learnt in the curriculum relates to life in society
- To be able to take on a variety of roles when working collaboratively
- To recognise each child as an individual and raise self esteem
- To become active citizens who recognise their rights and responsibilities

### **Cultural development:**

- To recognise and respect the rights of others to exercise a cultural influence
- To begin to know the nature and roots of cultural traditions
- To recognise the key features of major cultural groups within society
- To develop and strengthen the cultural interests of pupils
- To develop positive awareness of cultural diversity within our locality and the wider world and recognise who we are, where we've come from and what we've brought with us
- To accept and celebrate our similarities and differences
- To recognise and actively challenge prejudice and develop tolerance and open-mindedness
- To support all children in developing personal and cultural identities

#### 4. GUIDELINES

We will:

- use a range of teaching and learning styles, including the children in activities such as discussions, role play, dilemma on the spot, games, investigations and problem-solving activities supported by our 4 SMSC characters
- encourage the children to take part in a range of practical activities that promote active citizenship, e.g. buddy afternoons, charity fundraising, the planning of school special events such as an assembly and whole school rewards when all of our learning value bricks have been collected
- organise classes and learning experiences in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour linked to our 4 SMSC characters
- ensure children have opportunities to meet and work with members of the community, whom we visit and invite into the school to talk about their role in creating a positive and supportive local community
- allow children to take on different roles of responsibility during their school life, for example; lunchtime monitors, playground buddies and members of the school council
- teach SMSC in a variety of ways across the whole curriculum e.g. RE, PSHE, PE, geography, art, music, dance, literacy, maths and science. We will also teach it through collective reflection, our learning values, through offsite visits and visitors and through the expectations of behaviour promoted by adults in the school
- recognise and promote achievements in a variety of ways through weekly celebration collective reflections and school displays
- promote an inclusive and collaborative ethos in classrooms and the school environment through a HQT approach to teaching and learning
- have a daily collective reflection which will include recognition of a Christian belief in God but will also acknowledge other religious groups and beliefs. (It is a legal requirement that all children attend collective worship unless their parents have exercised their right to withdraw their children from all or parts of worship under 1988 Education Reform Act. In the event of this occurring children will be supervised by an adult)
- set time aside for daily worship or quiet reflection, this will be in the form of whole class, year group and class collective reflections and can be led by headteacher, deputy headteacher, teachers, children or sometimes by a visitor. Whole school themes will be identified on a weekly collective reflection rota.

#### 5. Assessment

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising their self-esteem. A variety of approaches to the assessment of individual achievement will therefore need to be practised by teachers. Teachers need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviour.

Achievements of pupils in RE and PSHE are recorded half termly by class teachers against specific outcomes and are reported to parents at the end of each school year.

#### 6. Monitoring

The PSHE lead is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of SMSC, by giving them information about current developments in the related areas. Strengths and weaknesses and areas for further improvement are discussed with the Head

teacher and colleagues and feedback is given to the governor responsible for SMSC.

## 7. Computing

The internet is used to support the teaching and learning of SMSC. Children will be given the opportunity to apply research skills via internet , opportunities will be identified on planning and they will follow our Internet and Computer Acceptable use policy.

Policy created May 2014 by Jessica Lane

Policy agreed by the staff and governors and parents July 2014

Reviewed July 2016, November 2019 by Susannah Jones, January 2022 by Susannah Jones, March 2024 by Susannah Jones

Review bi-annually

<b>Version control:</b>	V5 26/03/2024 Removal of Espresso as a teaching resource as we no longer use this Date of review and next review changed
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