



UNICORN SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AT UNICORN SCHOOL

RESPONSIBILITY

Staff Member:

Head

Last Reviewed: September 2022

Introduction

Unicorn children are courageous, reflective and, above all, kind

Unicorn prides itself on the spiritual, moral, social and cultural development of all individuals within the school's community. SMSC is inextricably linked with all areas of what we do and is reflected in the school community with a strong Parent Committee who fund raise throughout the year for charity.

Through the curriculum and the school's activities as a community we aim to help children:

- a) Develop their knowledge, understanding and appreciate of their own and different beliefs and cultures, and how these influence both individuals and societies
- b) Be aware of equal opportunities and challenge discrimination and stereotyping
- c) Develop an understanding of, and respect for, the environment in which they live, both locally and globally
- d) Develop an understanding of the fundamental British values of democracy, the rule of law and individual liberty
- e) Develop respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- f) Be equipped as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.

This statement should be read in conjunction with the PSHE policy, the RE policy, the RSE policy, the Equal Opportunities policy, the Anti Bullying policy and the Behaviour, Rewards and Sanctions policy

Aims

- a) To develop self-confidence and self-worth
- b) To promote respect for other and tolerance for the opinions of others
- c) To create opportunities for children to exercise moral judgement
- d) To create opportunities to experience different cultural heritages
- e) To provide opportunities to experience genuine awe and wonder
- f) To understand that, for many, there are believed to be aspects of reality not immediately accessible by the five senses.

By the end of their school experience, pupils should be able to:

- a) Converse and engage in constructive dialogue with other children and adults, respecting the opinions of others
- b) Project themselves as responsible and caring citizens capable of contributing to the development of a just society

- c) Recognise situations with a moral dimension
- d) Demonstrate respect for cultural traditions and belief systems other than their own
- e) Demonstrate a broad general knowledge of, and respect for, public institutions and services in England
- f) Respond using appropriate emotional, cultural or spiritual language to a variety of situations

Protected Characteristics

The Equality Act 2010 outlines the following Protected Characteristics.

- age
- sex
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership
- sexual orientation

Unicorn is committed to teaching that celebrates diversity and examines and challenges discrimination with particular regard to the protected characteristics listed above. Staff are reminded of the protected characteristics on a regular basis and given training on how to challenge any conscious or unconscious bias that may occur.

Fundamental British Values

Unicorn school commits to actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Please see below for examples of how we do this.

Organisation and methodology

Whilst there are explicit curriculum areas that cover SMSC such as RE and PSHE, spiritual, moral, social and cultural development should, and does, embrace all areas of the curriculum and indeed every area of school life. The development of a sense of wonder is considered in every curriculum area. Aspects of pastoral care also provide the opportunity for the experience of moral issues and citizenship.

Recent educational initiatives include:

Power of Pictures by CLPE – focusing on helping children think about unconscious bias, stereotyping

Economist Educational resources – used primarily in Years 5 and 6 during critical thinking/current events sessions. Lessons have included work on unconscious bias, reasons for hunger, Black Lives Matter – Equality vs Equity

Think Equal – picture book resources for Early Years which reflect children’s own cultures, experiences and lives and introduces them to the cultures, experiences and lives of others.

School Development Plan:

Our 2022-25 development plan has these three priority strands:

A. Putting social responsibility, diversity and inclusivity and kindness at the heart of our school community. This will include supporting our local charities, community projects and committing to understand and support the UN’s Sustainable Development Goals.

B. Enhancing the quality of each child’s experience at Unicorn. This will include embracing evidenced based initiatives in how children learn best, assisted by our digital strategy, and supporting emotional self regulation and well being including promoting positive behaviour choices throughout the school.

c. Refreshing our buildings, facilities and services, keeping sustainability in mind. This will include making our school inspiring for our children and staff to work and learn in and easing pressure on our busy families.

Assemblies – Recent Topics covered include:

No Outsiders – blind basketball

Diversity - introducing Sona Jobarteh’s music

Anti -racism

Anti bullying

Tolerance

Introduction of School Council and other roles

Pupil Parliament speeches – year 5

Democracy and rule of Law - Parliament

Kindness

Mental health

UN Sustainable Development goals

Kindness

Resources include – No Outsiders resources, Books – The Journey, Refuge, Nem and the Merman, BBC Educational resources, Economist Educational resources

Recent outside speakers include:

Childnet – workshops on Internet Safety and personal responsibility

The Kindness Bank – introducing the UN’s Sustainable Development Goals

Thomas Franks Catering Team – Eating healthily and food sustainability

Parent – How they celebrate Eid in their family

Small Steps Charity – local charity that we support

Local police liaison Officer – PC Mitrodate

Recent trips and visitors

Houses of Parliament (Year 6) -Virtual tour due to Covid restrictions

Holly Lodge – Junior Citizenship

Poppy Factory (Year 2) – British institutions

Carol Singing to a Care Home

Intergenerational Choir (Y5 and residents of Kew Care Home)

Eggs hatching into chicks in Orange Class

Y6 to National Archives to learn about War on the Home Front

DT workshops – co-operation in building shelters

Initiatives and examples of children responding to SMSC:

Outpouring of response to Captain Moore's death – examples of '100 things' on Firefly and in newsletter

Children made 'Welcome to our Country' cards for refugees from Afghanistan

Acts of Kindness were celebrated over Lockdown (in newsletter and on Firefly) and more recently after an in-school assembly

Support for the NHS – Keyworker children in Lockdown made a huge banner that hung outside the school.

Pupil Voice and the Unicorn Code

School council is a thriving concern. They meet with the Head weekly and are able to bring up topics that they and their class mates would like to. Most recently (2022) school council revamped the Unicorn Code to be a simpler, more positive set of guidelines:

- Be kind to everyone, not just your friends
- Make sure that everyone feels included
- Respect the possessions of the school and of other people
- Be polite to adults and other children
- Always try your best

Managing Behaviour

Our Behaviour, Rewards and Sanctions policy encourages pupils to accept responsibility for their behaviour and to distinguish right from wrong. In particular our approach to incidents directs staff to ask

- What did you do?
- What could you have done?
- What can you do make this right?

Assessment

There is no formal evaluation of spiritual, moral, social and cultural development. However, the pastoral care system allows for records to be made of pupils' contributions to this area of development. The reporting system also requires that class teachers comment upon the overall development of each individual.