

**Our Trust Mission, Vision and Values**

**Mission: The Roseland Trust provides outstanding education for our communities, where everyone succeeds.**

**Vision: To inspire a love of learning within environments that are happy, respectful and challenging, where everyone feels valued and able to reach their full potential.**

**Values: Kindness, Ambition, Responsibility.**

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**SMSC and British Values at Tregony Primary School**

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| Tregony Primary is a school which seeks to develop confident, independent, caring and enquiring individuals who are prepared for the future. We believe in fostering lifelong learning through providing an environment that values mutual trust and respect, honesty and equality and seeks to develop everyone’s potential. We provide excellent learning opportunities for all and celebrate the successes of individuals and the whole community.    At Tregony Primary School, we believe spiritual, moral, social and cultural development (SMSC) underpins everything we do and this includes actively promoting British values. |

**The Promotion of Spiritual, Moral, Social and Cultural Development**

SMSC stands for Spiritual, Moral, Social and Cultural education. It is not taught as a lesson, rather it may be part of Religious Education, Physical Education, Personal, Social and Health Education and part of the ethos and culture of the school which children experience on a daily basis. SMSC is now highlighted as a key means of promoting British values and counteracting the development of religious extremism.

**SPIRITUAL**

Pupils’ spiritual development is shown by their:

* beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values
* sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
* use of imagination and creativity in their learning
* willingness to reflect on their experiences

Children may reflect before a visit and again after it as to what spiritual impact it had on them, for example. Children may learn that people of all faiths and people of no faith can still be spiritual beings

**MORAL**

Pupils’ moral development is shown by their:

* ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
* understanding of the consequences of their actions
* interest in investigating and offering reasoned views about moral and ethical issues

**SOCIAL**

Pupils’ social development is shown by their:

* use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
* willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
* interest in, and understanding of, the way communities and societies function at a variety of levels
* children mix with children from neighbouring schools and other areas through residential, musical and sporting events. They are also actively involved within our local and wider community.

**CULTURAL**

Pupils’ cultural development is shown by their:

* understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
* willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, scientific and cultural opportunities
* interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
* The wide range of music, theatre and literature the children experience enhances their cultural development.

**How SMSC is Promoted at Tregoy School**

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| **Year** | **Spiritual** | **Moral** | **Social** | **Cultural** |
| **All** | The curriculum is planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners. Curriculum is an outlet for imagination   * RE teaching – cycle of enquiry. Children can ask questions about life and beliefs * Nature/Season walks * Reflection time in assemblies/learning * Circle Times * School Trips * History discussions * Drama workshops * Theatre performances * Daily assemblies and special assembles such as Poppy Day, Advent, New Years * Celebration assembly * Christmas plays * School trips and visitors which inspire awe and wonder * Music and art appreciation * Displays * Focus weeks/days e.g. Book day, Online safety, Science day. * Curriculum allows children to learn about the world around them * Reflective Questions/ thoughts- e.g What if….why and how * Celebrations/ faiths and cultures e.g. Harvest festival * Promotion of and respect of own cultures and beliefs or non-beliefs * Remembrance day * Faith stories with key messages and concepts * A culture to promote talking and thinking | * School policies (equal opps, Inclusion, SEND etc) * School values Respect, Resilience and Responsibility – all stakeholders involved in their creation and implementation. Consistent adherence to Behaviour Policy and rewards and sanctions * Class behaviour charts * All staff TIS trained * Staff trained in restorative practices * Assemblies e.g. Remembrance, anti-bullying, values, Harvest, bible stories * RE Planning * Learning about other cultures and countries – respecting others values and ways of life * School Council * Charity fundraising days * Harvest * Discussing right and wrong * Promoting making right choices * Circle time * Supporting charities * Visits and visitors e.g PCSO, vicar etc. * Discussions and debates around matters in the world * Practitioners leading by example * School policies (equal opps, Inclusion, SEND) * Moral stories- recognition of wrong and right * Acceptance and Celebration of similarities and differences- e.g, SEN, cultures, faiths personalities with an inclusive ethos displayed with in school * Tolerance and acceptance of others’ views- School. | * Playtimes/Lunchtimes   Circle Times  PSHE curriculum   * Problem solving activities and team work in all areas of the curriculum * School trips and visits * Role-play/drama activities * Parent helpers - interaction with children * After school clubs * School Council * Charity fundraising days * Assemblies * Children with responsibilities e.g. prefects * PSHE curriculum-personal identities, relationships, diversity and healthy living. * Skills for speaking and listening, drama activities embedded * Co- operative work, talk partners, peer work * Relationships with each other and parents * Daily Fruit and Milk times * Targeted support to promote confidence skills in Key Stage 1 * Routines which develop opportunities to exercise leadership and responsibility * Groupings- independent, group work, opportunities to share expertise and key skills in end of topic celebrations * Transition- time with new teacher to promote positive attachments (TIS) | * RE Planning   Assemblies   * Exploring different religious festivals throughout school e.g. Holi, Christmas, Diwali, Easter * Children able to share their own culture/experiences * School trips and visits * After school clubs * Exploring music/art from around the world * Exploring artefacts from the past * Activities to commemorate special events/activities * Maths/Science day * Home Learning activities * Carefully selected texts * Promoting acceptance and sensitivity to other cultures and beliefs- celebration assemblies and celebrations RE topics. * Awareness of leadership- in home, school and the wider context e.g country * Awareness of global issues that impact on lives e.g recycling and pollutions, flooding/homelessness * Charity events in school- Children in need/ comic relief / Shoe box appeal/ Local elderly receive Harvest food boxes, pupils contribute to the food bank * Curriculum offers drama, diverse and wide ranging representation in its choice of literature and the arts to enrich children’s cultural experiences. |