

Lockwood Primary School

SMSC Policy



EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR SMSC POLICY		
For use by:	Staff and Parent/Carers	
<p>Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.</p>		
Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	Yes	Yes; in curriculum look at equality through Global learning
Gender	No	
Age	No	
Sexual Orientation	Yes	Positive response through homophobic response
Religious & Belief	Yes	Spiritual development and tolerance of other faiths
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
Agreed by	SLT Policies with negative impact must be notified at full governing body	
Next Policy review date	December 2024	

Aims and objectives

At Lockwood Primary School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting, and cultural opportunities that encourage pupils to work together and use their imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own viewpoints. [This policy adheres to the rights of the child and article 14 where every child has the right to think and believe what they choose and article 13 where every child can express their thoughts and opinions. It also adheres to article 31 where every child has the right to relax, play and take part in a wide range of cultural and artistic activities.](#)

Whole School Curriculum Vision:

We use the Jigsaw scheme of work for PSHE and to support Re, units include activities that challenge stereotypes, equality, homophobia and bullying. This scheme of work, is supplemented with work by Middlesbrough Football Club on, online safety, healthy living and getting rid of racism. We also work with our Local Community Officer to raise awareness of legal and illegal drugs in addition to workshops from the NSPCC such as 'Speak out Stay Safe'. For On-Line safety, we use the E-Aware program and this is included within the Computing knowledge curriculum.

We have an agreed set of non-negotiables for our children which they must experience during their time at Lockwood Primary School. These are:

**Non-Negotiables for ALL our children
in their time at our school include**

Quality texts at the heart of everything we do

Pupils taught how to be successful learners

School promotes and is clear on the 'Rights' and 'Responsibilities' of all children

Play / Taught / Perform a tuned musical instrument

Theatre visit

Participate in a community event in school each year

Take part in a performance

Take part in a sporting competition

Outdoor adventurous experience

Participate in global and national issues

Each year, experience topic enhancement opportunities such as themed days

Residential experience

Involvement in a charitable event each year

Visit a museum

Visit a religious building / meet a religious speaker

Engage in expressive arts with adults with a learning disability

Cross-phase experience

Experience of other cultures

Curriculum enhancement with special days / outside speakers.

Local History and Geography studies:

Boosbeck/Skinningrove/Saltburn/Danby

Remembrance

Wider world - diversity (Global Learning)

Picture News assemblies discussing issues in the news

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life** & their **interest in & respect for different people's feelings & 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**

Moral Development

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 Development

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 socioeconomic 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

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, technological, 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**

Mission Statement

At Lockwood Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific SMSC teaching activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Lockwood Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values and the 6 values that the school actively promotes.
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code through our rights and responsibilities providing a basis for behavior, which is promoted consistently through all aspects of the school and is on display in all classrooms.
- Promoting racial, religious and other forms of equality through collective worship and global learning.

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, stereotypes, equality of opportunity, challenging homophobia and anti-bullying.
- Encouraging pupils to partake in discussion which focusses on the morals and values explored in whole school, class and Key Stage assemblies.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behavior through awarding a Headteacher's Award certificate in celebration assembly.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Through the participation in current global, national and local community issues and charitable work.
- Adhering to Pupil Rights through the Rights Respecting School principles.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behavior, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behavior that is socially acceptable.

This is done through collective worship, Social Skills groups (where appropriate) and SMSC sessions. We are interested in the development of the whole child and will endeavor to raise their self-esteem through praise, stickers, Headteachers Awards, house points and other means that highlight both academic and social achievements (please refer to our Behavior Policy).

Social Development

At Lockwood Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behavior
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately

- Reflect on their own contribution to society
- Show respect for people, living things, property, and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality through the SMSC curriculum.
- Encouraging pupils to work co-operatively in lessons and in outside learning.
- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences and collective worship. This is achieved through our SMSC curriculum and linking global teaching topics to our curriculum, for example in Year 5 children study the 'Windrush'.
- Providing positive experiences to reinforce our values as a school community - for example, through assemblies, playleaders, well-being ambassadors, residential experiences, school productions and performances.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process such as School Council and "mock" elections. Also, we give pupils the chance to experience participating in community life within the village such as singing at the turning on of the community Christmas tree lights and having a carol service in the local church and a leavers mass.
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as librarians, office managers, rabbit monitors, well-being ambassadors, playleaders eco warriors and gardeners.
- Providing positive and effective links with the world of work and the wider community.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, Art and many other curriculum areas.

This is shown in our foundation subject medium term plans.

Pupils who are becoming culturally aware are likely to be developing some or all the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of SMSC, RE, MFL, ECO & School Council.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC.
- Gives the Governing Body an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Ensure evidence of the school's work is accessible on the school's website under the Curriculum tab.

The quality of teaching and learning in SMSC is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.

British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values: ***Democracy, Rule of Law, Individual liberty, MUTUAL respect and tolerance of those with different faiths and beliefs.***

At Lockwood, we reinforce these values regularly in the following ways:

Democracy

Children have the opportunity to have their voices heard in school. The school carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. Pupils' views are also considered when setting new policy such as our attendance policy, Anti Bullying and Behavior Policy. School counselors are elected democratically, voting in each class at the beginning of each year. Pupils also have the chance to vote on charities that the school supports such as the Cystic Fibrosis association, and Macmillan Cancer. Ideas shared at school councilor meetings are discussed with class councils and their views are fed back to the school council. Classes are encouraged to vote on anything that will impact across school such as whether to have a school pet, which pet and what that pet should be named.

Rule of Law

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the SMSC whole school curriculum overview and whole school assembly. Across the school and the EYFS, there is a clear code of conduct with rules agreed by the pupils. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police to discuss Road safety and Firework safety and Fire safety and the NSPCC Speak out Stay Safe.

Individual Liberty

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for young children to make choices safely. A large part of our work in this area is the Rights Respecting School Award. A group of pupils meet with the lead where they discuss their rights. Pupils have access to the articles in "child speak" and focus on different articles each term.

Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety and the school's virtual learning platform through partaking in discussion chat rooms. Children have the freedom of choice in respect of extra-curricular clubs that they can get involved in, whether they are before or after school.

Mutual Respect

Part of our school ethos and positive behavior policy has revolved around Core values such as respect. Our values are reflected in our rights and responsibilities, display, newsletters, and website and in the curriculum where opportunities arise. Where pupils show good core values or mutual respect they may well be awarded "house points". On Monday assemblies, we focus on core values and each week, children are invited to take part in discussion about values being discussed and are given the opportunity to express their opinion on what these values are like within our school and suggest possible improvements.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through our Global Learning Curriculum. Collective Worship is planned termly to recognise key dates within different faiths and cultures such as Ramadan and Passover. Assemblies are followed up and supported by learning in RE.

We participate in great British events such as the Royal Jubilee, Royal Coronation, Political Elections, Cultural and Remembrance events. We hold a Remembrance Service annually and invite the Royal British Legion, our Parrish Vicar, Lord Skelton and parents/members of the local community, laying wreaths at the memorial in our grounds. The last post was played by a member of Lingdale brass band. When the community needed a focal point to grieve the loss of one of our children, we created an area around our memorial and opened this up to families over Christmas.

On a more general level, the school undertakes assemblies which uphold traditional values of empathy, respect and tolerance. These are also taught within formal SMSC and RE lessons and in an informal nature throughout the school days.

Appendix 1: Key Features of SMSC

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. As an inclusive school we actively promote children with learning difficulties joining the groups that give pupils a voice.

- Each class has 2 School Council representatives. The School Council meets every 4 weeks. Before each meeting, the class reps invite pupils in their class to share anything for the agenda. Reps then give feedback to their classmates. This year the school council have collected class ideas on developing a memorial garden on the field area, created designs for the garden, led the classes in voting for their favourite design, chosen resources for the garden and planted the garden. They chose how we raised funds for Children in Need and Red Nose day, how we celebrated the Queen's Jubilee, stood on interview panels and were responsible for the purchase of 2 rabbits as school pets.
- The SLT regularly carry out questionnaires on teaching, curriculum, behavior and when needed subject specific questionnaires on areas such as reading.
- English Ambassadors question other children about their experience of the English curriculum and feed this back and work with the English subject leader.
- Playleaders choose activities for lunchtimes and lead the play in areas.
- Head start Champions help to organise our well-being area over lunch having a supporting a lunchtime supervisor.
- The Eco committee and gardening club make decisions about the school environment and put an action plan into place to ensure change happens and can be monitored and maintained. Hence, we have an allotment, bird boxes and a hedgehog camera.
- At Monday assemblies, pupils are invited to share their views on the topic or value being discussed. The headteacher reviews some of these points raised on Friday celebration assembly.
- The house with the most points each term selects the end of term reward for good behavior throughout school. This year they have chosen to have a movies and popcorn afternoon, a whole school Easter egg hunt and a games afternoon.

Appendix 2 SMSC Development across the school

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Lockwood Primary, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Lockwood Priamry
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> - Regular collective worship for EYFS, Key Stage 1 and Key Stage 2 using Picture News.. - Whole school collective worship timetable recognises key festivals in all religions and special days. -RE curriculum using Locally Agreed Syllabus and Discovery RE. - Harvest and Easter celebrated and linked to acts of charity - collecting food for the local foodbank, raising money for Macmillan Cancer research - Encouraging the school council to choose which charities are supported - Christmas Carol Concert in St Aiden's church
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> - RE Curriculum discussions. - Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly where children's external activities are celebrated. - Year group Talent at the end of each month - Encouraging pupils to share their beliefs with their classes and during collective worship.

<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> - RE Curriculum - SMSC/PSHE curriculum - Rights Respecting School articles. - Pupil roles such as school council - Eco committee - Gardening Club - Well-being area - Arts and crafts club - Lunchtime and afterschool sports clubs - Regular Talents Assembly
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive Behavior Policy - Charity and fundraising events: Macmillan cancer, Children in Need, Red Nose Day, Remembrance, Macmillan Coffee afternoon, Family Fast and soup afternoon - Regular Collective Worship - with time built in to reflect - Picture News class and Key Stage - Collective worship led by Rev Valerie from village church - RE planning and curriculum; knowledge and response
<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/SMSC curriculum - Picture News Assemblies - Foodbank collections - Positive Behaviour Policy - Head start project - Time 4 You counselling where needed - Social skills games

<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils modelled by staff - Focus on rights and responsibilities, Line up code - Weekly celebration assembly - Positive Behaviour Policy - House points for respect, tolerance and kindnesses - Reinforcing concepts in whole school assemblies - Class Charters developed and displayed by classes - School Council; regular meetings, projects and display - Eco-committee meetings and work displayed
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for during learning walks and in lesson observations. - Encouraging pupil thinking time when answering -Training on AfL techniques for whole cohort participation and effective questioning - Whole school SMSC program that encourages debate.
MORAL	
<p>Providing a clear moral code as a basis for the behavior which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behavior Policy with display in each class - Positively worded whole school rights and responsibilities on display in all classes - Collective Acts of worship with a biblical focus and discussion - Emphasis around school on the Fundamental British Values of respect, tolerance, rule of law, democracy and liberty - Regular updates and reinforcement in assemblies

	<ul style="list-style-type: none"> - House points, Headteacher's Award and reading awards Numbots and TTRS awards recognised in Fantastic Friday Assemblies
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Give racism the red card unit of work delivered by MFC to Year 5 - Global learning in History and Geography - PSHE/SMSC Curriculum: challenging stereotypes, homophobia and equality. - Use of texts representing a range of cultures and diversity
<p>Developing an open and safe learning environment in which pupils can express their views and practice moral decision-making.</p>	<ul style="list-style-type: none"> - On line Safety Computing planning - Bullying lessons, assemblies and awareness in SMSC during Anti Bullying Week. - Picture News in Class and Key Stage collective worship - Each Summer term, pupil voice questionnaire - School Council, English Ambassadors and Eco committee views on developments valued and used

<p>Rewarding expressions of moral insights and good behavior.</p>	<ul style="list-style-type: none"> - Positive praise - House points and certificates of merit, letters home - Celebration display of Headteacher, reading, and math award winners - Celebration assembly with certificates - Regular prizes/regular rewards for demonstration of good manners and politeness with class bonus or house point
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in Assemblies - children very clear on expectations - Respond to breaches in moral code in assemblies. - Moral issues raised in the national press raised in collective acts of worship - Picture News used in class and key stage Acts of Worship
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE curriculum - PSHCE curriculum - Global Learning in the humanities <ul style="list-style-type: none"> - Use of texts representing a range of cultures and diversity
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behavior.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by School Councilors, Head start Champions and Playground leaders. - Eco committee and After School Club and School Council, looking after the school's grounds and gardens

<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> - Whole school, Key stage and Class Assemblies - Visitors as part of the collective worship including Rev Valerie form local church - Expressive movement lessons with adults with learning disabilities from Earthbeat
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> - Head start display as you enter school - Fundamental British Values displayed in the school hall - Online Safety posters around school - Childline posters around school - Classroom and corridor display all of a high standard, reflecting school's vision for curriculum.

SOCIAL

<p>Identifying key values and principles on which the school community life is based.</p>	<ul style="list-style-type: none"> - Positive behavior Policy - Consistent whole school Rules - Fundamental British values visible across the school - Remembrance service on school grounds annually - Key events celebrated as a community - Queen's Jubilee -King's Coronation
<p>Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion can flourish.</p>	<ul style="list-style-type: none"> - Competitive Sports Day in Houses - Community events; Carol Concert at church, church visits, Rocksteady concerts, Christmas performances, singing in the community, coffee afternoons, fund raising events, Remembrance service, Christmas and Easter Bingo nights, discos, family picnics (jubilee/coronation) and annual summer fair - Family learning through parental workshops and meetings - Jigsaw PSHE/SMSC scheme of work teaches pupils equality in the curriculum.

<p>Encouraging pupils to work co-operatively.</p>	<ul style="list-style-type: none"> - School Council - Eco committee - Playleaders and dinner activities - Response Partners during class discussions - Regular competitive sporting events - Fundraising Events - Well-being Ambassadors organising whole school events - House point winners choosing whole school reward for hard work and excellent behavior.
<p>Encouraging pupils to recognise and respect social differences and similarities.</p>	<ul style="list-style-type: none"> - PSHCE and Global learning elements when challenging stereotypes. <ul style="list-style-type: none"> - RE - Collective Acts of worship as a school - Collective Acts of worship as a key stage and class using Picture News - Expressive Arts workshop in KS2 with adults with learning disabilities - Volunteers with learning disabilities
<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> - Christmas Productions EYFS and KS1 - Christmas Carol Concert for KS2 - Sports Day - Rocksteady concerts - Termly topic plans have enrichment and enhancement opportunities with visits and visitors. - Enhancement days where dress up / thematic creative tasks - Year 6 residential with OAA.

<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self- respect.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - SMSC curriculum on equality, challenging homophobia and stereotypes. - School involvement in community events such as remembrance - Look at moral issues through key stage and class acts of collective worship with Picture News
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets. - Well-being Ambassadors identifying and challenging behaviors that impact on health and well-being and providing strategies to overcome them - Careers workshops for Year 6 - Give Racism the Red Card Year 5 - YGAM workshops - Speak out Stay Safe
<p>Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</p>	<ul style="list-style-type: none"> - Speaking and listening Policy in place across school - Pupils elections and democratic vote for School Council Children write own speeches for Council - Pupil training for Playground leaders and Sports Ambassadors - Involvement in Teacher and Senior Leader Interviews - Mirror General election with school's own election of school councilors

<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as Playground leaders, Eco committee, School Council, Head Start Champions, Librarians and English Ambassadors Have various responsibilities. -
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> - Promoting reading Aunties to volunteer to support pupil's learning, including regular reading - Careers workshops with Tees Valley for Year 6 - Creative Arts workshops with adults with learning disabilities - Assemblies and partnership with Sirius Minerals - Collective worship led by Reverend Valerie throughout the year - Foodbank collections
CULTURAL	
<p>Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> - Picture News Collective Worship - Global elements linked to the topics in Geography and History; eg; local History studies - Use of texts representing a range of cultures and diversity
<p>Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> - Cultural elements in topics studied: The Americas / Greece / Egypt/Mayans/The Romans - Sharing stories from other cultures and countries - Use of texts representing a range of cultures and diversity
<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> - -Weekly achievement assemblies recognise individual talents - Talent assembly individual year groups - Lockwood has talent After School Club

	<ul style="list-style-type: none"> - Rocksteady concerts - Leavers awards
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Dance project centered around theme - Participation in Art Project with local mining museum displaying work in Margrove Community Centre for the Queen's Jubilee - Online Pantomime shared by all year groups - All year groups visit the theatre every year. - Year 3/4/5/6 all play instrument with tutor, perform to school. - Rocksteady tuition available to all children - concerts for parents each term - bursary place used for child attracting Pupil Premium - Artist in residence creating work with children to support mental health and well-being - Arts and crafts after school club on offer - Outdoor area created for reading outside - World Book day celebrated each year - Drama used to explore literature - freeze frame/conscience alley/hot seating/role play - Early Years /KS1 Nativity/Christmas performances

<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - Specialist Music teacher - Jemma Fryett artist in residence - Museum visits identified to link to History units of work - Rocksteady musical tuition - Expressive Arts workshops with the Earthbeat Center for adults with learning disabilities
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning Environment reflect themes taught - Class Charter for all rooms. - Art exhibition in Year 5/Year 6 wet area - Windrush display - Head Start Display in the entrance - Stars of the week in the entrance and on weekly newsletters - Winners of TTRS Awards and Numbots awards on the weekly newsletter
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> - School's Geography and History curriculum makes links to visits, visitors and experiences to extend cultural experiences, such as visits to Eden Camp, Kirkleatham Hall museum, Preston Park and Danby. - Music appreciation curriculum linked to units studied in History. - EYFS curriculum focus on the child and cultural celebrations such as Halloween, Christmas, Valentine's day - Chinese New Year and Diwali focus in Reception

Appendix: Whole School Assembly Overview

Assembly Themes Overview for the Year		
Autumn Term		
Values	Themes	Learning Attitude
Friendship Democracy Kindness Rule of Law	No Outsiders in School (Anti-Bullying) Feed the World Peace (Remembrance) Freedom (Diwali) Light Gifts	Try New Things Work Hard
Spring Term		
Values	Themes	Learning Attitude
Perseverance Responsibility Individual Liberty	How Are You Feeling (Mental Health) World Book Day Forgiveness (Lent) Champions for Equality Remembering (Passover / Easter)	Imagine (Resolutions) Don't Give Up Push Yourself
Summer Term		
Values	Themes	Learning Attitude
Respect Tolerance of others	Promoting Diversity Thinking of Others (Charity) Respect for others in the Bible Self-Discipline (Ramadan)	Understand Others Improve Concentration

	History Makers Boldly Going...	
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