



# VIKING ACADEMY TRUST

Executive Headteacher: Mrs Michaela Lewis BA'Ed (Hons)  
eht@vikingacademytrust.com

Chilton Lane  
Ramsgate  
Kent  
CT11 0LQ  
T. 01843 597695  
F. 01843 852872

## Ramsgate Arts Primary School: SMSC

***SMSC stands for Spiritual, Moral, Social and Cultural development in schools.***

Ramsgate Arts Primary School strives for the thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development.

**Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social:** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British values](#)' of democracy, the rule of law, liberty, respect and tolerance.

**Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

*"Diversity is the one true thing we all have in common. Celebrate it every day."*

One of our Learning Powers is 'Diversity' and this goes hand in hand with our school value of fundamental British Values. We



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explore, exploit and celebrate what makes each and every **one** an individual. We believe that learning about each other in this way builds understanding and respect. It teaches us how to navigate and understand the world in which we live. It teaches us to build friendships and manage relationships. Diversity teaches us about people and culture, it broadens our horizons, builds aspiration and leads us down amazing paths of discovery.

**We explore Diversity, SMSC and British Values in a number of ways:**

**Assemblies:** Whilst our assemblies are broadly Christian, all religions are explored, compared and contrasted. We endeavour to discuss world events both past and present and we learn about important figures who have fought for equality with courage and the impact these individuals have had upon the world.

**International Primary Curriculum:** A key element of the IPC is internationalism. In every topic, learning is placed in to a global context.

**Values Weeks:** Our values weeks put a culture of respect, equality, courage and kindness at the forefront of everything we do. We explore each of the values at school level but also make links to wider society and life beyond school. In term 5, we focus on a project called '**Good to be Me**' where we learn about what has contributed to who we are and develop our cultural awareness.

**Religious Education Curriculum:** RE is taught in blocks at the start of every term. We learn about religions but also from them - making links to our own experiences and lives.

**The whole curriculum:** We look for exciting, involving and engaging learning activities in every curriculum area. Teachers are enthused and motivated to seek out memorable learning experiences. We use our outdoor



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spaces, trips to the local community and further afield and invite visitors to school to enrich and diversify learning.

**Well-Being approaches:** This academic year at RAPS we have been working on strategies to support children's emotional well-being. School is a busy and bustling place and we have identified that our children need time and space to reflect, relax and think. Our 'well-being' team is led by teachers and they have introduced a number of strategies to provide opportunities throughout the school day for children to calm and take stock of their feelings.

**Worry Boxes:** In every class and in the hall and at lunchtime, we provide the children with blue worry boxes. Children can leave notes for class teachers or me and we will follow up on these, no matter the worry. This gives an avenue of communication but also means that children feel that they are listened to. Worry boxes are also promoted in registration time as a way for children to get something off their chest first thing, rather than it staying with them all day.

**Learning Journals:** Learning journals are used in a number of ways. They can be feelings logs but they are also an opportunity for children to make a note of how they are feeling - this can be positive or negative! The journals are a great way for teachers to understand a child's mood and to respond to that accordingly.

**Peer Massage and Yoga:** Children\* can come in from playtimes full of energy and bubbling with their activities. It can be tough for them to suddenly switch back in to learning mode and so we use peer massage or children's yoga to start the afternoons. For peer massage, there are clear guidelines to instruct how it should be carried out and children can opt in or out. The yoga is very simple and both strategies give children very useful time to calm and ready themselves for the afternoon.



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**Learning Reflection:** At the end of the day, classes have been beginning to devote time to reflection about their day and learning. This helps children to process what has happened, to take away the positives from their day and communicate what could be better for the next day.

**Peer Mediators:** A group of Year 5 children are fully trained to assist children from Reception through to Year 5 with any playtime issues.

\*Currently YR & Y1

Spiritual development	<u>Examples</u>
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	<ul style="list-style-type: none"> <li>• RE / P4C</li> <li>• British Values</li> <li>• Collaboration, Versatility and Morality</li> <li>• Respect value</li> <li>• Peer Massage / Yoga (R&amp;Y1)</li> </ul>
sense of enjoyment and fascination in learning about themselves, others and the world around them	<ul style="list-style-type: none"> <li>• Morality- who am I?</li> <li>• Inner, Outer, Other Focus</li> <li>• Growth mind sets</li> <li>• Core Values</li> <li>• Mindfulness</li> <li>• Involvement</li> <li>• Visitors in / trips out</li> </ul>
use of imagination and creativity in their learning	<ul style="list-style-type: none"> <li>• Arts Curriculum</li> <li>• Values links</li> <li>• Community links: Turner Centre, Regency Performing Arts</li> </ul>



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willingness to reflect on their experiences.	<ul style="list-style-type: none"> <li>• Peer and self Assessments</li> <li>• Collaboration</li> <li>• IPC values: resilience</li> <li>• JLT / Viking Council</li> </ul>
	<b>MORALITY</b>
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	<ul style="list-style-type: none"> <li>• Big Questions P4C and RE</li> <li>• Morality</li> <li>• Democracy/Rule of Law British Values</li> <li>• P4C</li> <li>• 'The Speaker' theme / assemblies</li> </ul>
Understanding of the consequences of their behaviour and actions	<ul style="list-style-type: none"> <li>• Big Questions in RE / P4C</li> <li>• P4C</li> <li>• Morality</li> <li>• Respect</li> <li>• Curiosity</li> <li>• Behaviour policy routines</li> </ul>
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.	<ul style="list-style-type: none"> <li>• RE</li> <li>• P4C</li> <li>• Morality</li> <li>• Big Questions</li> <li>• Collaboration</li> <li>• British Values- mutual respect/tolerance</li> <li>• Values work: Respect</li> </ul>
	<b>SOCIAL</b>
Use of a range of social skills in different contexts, for example working and socialising with	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• House teams</li> <li>• Strong class ethos</li> <li>• Discovery RE</li> <li>• Newsround / Espresso news</li> </ul>



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other pupils, including those from different religious, ethnic and socio- economic backgrounds	<ul style="list-style-type: none"> <li>• Viking links between schools: Viking Council</li> <li>• Celebration of faiths</li> </ul>
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	<ul style="list-style-type: none"> <li>• School council events</li> <li>• HBoy and HGirl events</li> <li>• School events linked to community or school discos- helping out</li> <li>• Collaboration</li> <li>• Class ethos, school ethos, community ethos- RAPS family</li> <li>• Morality</li> <li>• Core Values award of the term</li> </ul>
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.	<ul style="list-style-type: none"> <li>• British Values display, values week, assemblies</li> </ul>
<b>CULTURAL</b>	



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Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	<ul style="list-style-type: none"> <li>• Understanding me</li> <li>• Discovery RE</li> <li>• IPC</li> <li>• Zest</li> <li>• Curiosity</li> </ul>
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	<ul style="list-style-type: none"> <li>• BValues</li> <li>• Assemblies</li> <li>• Values weeks</li> <li>• ASD week</li> <li>• Diversity</li> <li>• RE</li> <li>• Curiosity</li> <li>• IPC</li> <li>• PoReading texts</li> <li>• Visitors in to school/trips out</li> </ul>
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<ul style="list-style-type: none"> <li>• Assemblies linked to democracy and systems</li> <li>• Parliament trip</li> <li>• School Council: JLT &amp; Viking Pupil Council</li> <li>• Local democracy week</li> <li>• Visitor to school for assembly to explain EU referendum</li> </ul>
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	<ul style="list-style-type: none"> <li>• IPC topic links</li> <li>• Arts Curriculum</li> <li>• Turner Centre workshops</li> <li>• Food days (+ Diversity week)</li> <li>• RE</li> <li>• BValues art days</li> <li>• Assemblies</li> </ul>
Interest in exploring, improving understanding of and showing respect for different faiths	<ul style="list-style-type: none"> <li>• Discovery RE</li> <li>• IPC</li> <li>• Power of Reading units</li> <li>• Respect</li> <li>• BV</li> </ul>



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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.

- **Voices assemblies**
- **P4C**
- **Curiosity**
- **Versatility**
- **Trips and visits**



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