

# Stephenson Way Academy and Nursery School

## Approach to SMSC development and the promotion of British Values

In addition to providing children with opportunities to develop basic skills in reading, writing and mathematics, at SWANS we endeavour to provide children with opportunities to develop socially, morally, spiritually and culturally. We believe this will help them be successful in the future and support them in contributing positively to the local community and wider world as they grow up. Opportunities to develop Social, Moral, Spiritual and Cultural (SMSC) understanding are embedded within the curriculum as well as wider opportunities being provided within school.

### Curriculum Themes and SMSC content

Each curriculum theme is layered with opportunities to develop aspects of SMSC and promote British Values. The tables below show the main elements within each curriculum unit, however a wider range of aspects are covered within each area, with overlap between units and themes:

	Autumn Term	Spring Term	Summer Term
EYFS	<p><b>Jungle Fever</b></p> <p>Themes incorporate all elements of the Foundation Stage Profile and provide children with experiences and understanding beyond their own locality.</p>	<p><b>Heroes and Villains</b></p> <p>Themes incorporate all elements of the Foundation Stage Profile and provide children with experiences and understanding beyond their own locality.</p>	<p><b>Heathrow Terminal 5</b></p> <p>Themes incorporate all elements of the Foundation Stage Profile and provide children with experiences and understanding beyond their own locality.</p>

	Semester A	Semester B
Y1	<p><b>“Big Bus” Historical Tour: Historical Events in London</b></p> <p>Overarching History theme incorporating: rule of law and individual liberty; respect for different faiths, feelings and values; Britain’s parliamentary systems and its role in shaping our history and values.</p>	<p><b>Time to Rhyme: A study of Julia Donaldson stories</b></p> <p>Overarching Early Language and Literacy theme incorporating reflectiveness on beliefs and feelings; using imagination and creativity in learning; reflecting on experiences.</p>
Y2	<p><b>Newton Aycliffe Central Station: A study of George Stephenson</b></p> <p>Overarching History theme incorporating: a sense of enjoyment about learning about ourselves, others and the world around us; understanding our own heritage</p>	<p><b>Woodland Conservation Trust: A study of local habitats</b></p> <p>Overarching Science theme incorporating: a sense of enjoyment about the world around us; willingness to reflect on our experiences; and offering reasoned views about ethical and moral dilemmas.</p>
Y3	<p><b>Animal Rescue Centre: Animals rights</b></p> <p>Overarching Science theme incorporating: understanding the consequences of ones behaviour and actions; working in social enterprises, including, volunteering; offering reasoned views about moral and ethical decisions; and understanding the viewpoints of others.</p>	<p><b>SWANS Newsroom: Natural Disasters</b></p> <p>Overarching Geography Theme incorporating: a fascination of learning about the world around us; using a range of social skills in different contexts; developing different religious, ethnic and social group.</p>
Y4	<p><b>NASA (Newton Aycliffe Space Agency): Space Exploration</b></p> <p>Overarching Science theme incorporating: use of imagination and creativity in learning; reflectiveness about own beliefs and perspectives on life; fascination about the world around us.</p>	<p><b>Museum of Antiquities: Ancient Egypt</b></p> <p>Overarching History theme incorporating an understanding and appreciation of different cultures within the world; exploring, understanding and showing respect for different faiths and cultures</p>
Y5	<p><b>War Rooms: A study of World War II</b></p> <p>Overarching History theme incorporating: resolving conflicts; events that shaped our own history and values; offering reasoned views about ethical and moral dilemmas; mutual respect and tolerance of those with different beliefs; cooperating with others.</p>	<p><b>Super Growth Garden Centre: A study of living things</b></p> <p>Overarching Science theme incorporating rule of law and individual liberty; offering views and perspectives on life; respect for different faiths, feelings and values; interest and respect for in different faiths’ feelings and values.</p>
Y6	<p><b>Victorian Britain: Crime and Punishment</b></p> <p>Overarching History theme incorporating: the differences between</p>	<p><b>FAME (Final, Amazing, Musical Extravaganza): End of Year Production</b></p> <p>Overarching Arts theme incorporating: participation and response to</p>

	right and wrong and applying it to our own lives; legal boundaries and civil and criminal; moral and ethical issues; Knowledge of Britain's parliamentary system and its role in shaping our history and values; and the rule of law	artistic, musical and cultural opportunities; participation in social groups; working with others;
Vertical Learning Group Units	<b>George's Kitchen Nightmares: Cooking with the Kranky's ( George's Marvellous Medicine)</b>  Overarching PSHCE theme incorporating reflectiveness about feelings and values, a sense of fascination about the world around us; understanding consequences of behaviour; understanding the difference between right and wrong	<b>Valhalla: Viking culture and beliefs</b>  Overarching History theme incorporating: reflectiveness about our own beliefs and perspectives on life; understanding and appreciating cultural influences that have shaped our heritage
Additional Units	<b>Operation Africa: A study of an African nation</b>  Overarching Geography theme incorporating: understanding and appreciating other cultures; understanding, accepting and celebrating diversity; showing positive attitudes towards different religious and ethnic groups.	<b>Dream Factory: Living with the BFG</b>  Overarching PSHCE theme incorporating reflectiveness about feelings and values, a sense of fascination about the world around us; understanding consequences of behaviour; understanding the difference between right and wrong.

Our curriculum is underpinned by a love of literature. The table below outlines the main authors and stories that children study during their time in school. (Please note that other authors, stories and non-narrative texts are used within the curriculum and supplement this list):

<b>Authors and Books</b>	
<b>Julia Donaldson</b>	The Gruffalo Stick Man Room on a Broom The Snail and Whale What the Ladybird Heard The Highway Rat The Scarecrows Wedding
<b>Roald Dahl</b>	Fantastic Mr. Fox The Twits George's Marvellous Medicine The BFG
<b>Ted Hughes</b>	The Iron Man
<b>Jeremy Strong</b>	There's a Pharaoh in our Bath There's a Viking in my Bed
<b>Michael Morpurgo</b>	Friend or Foe The Butterfly Lion
<b>Joan Aiken</b>	Fog Hounds
<b>Christopher Russell</b>	Scarper Jack

### Visits and Visitors

	<b>Visits</b>	<b>Visitors</b>
YN	Based on children's interests and developmental needs	Based on children's interests and developmental needs
YR	Preston Park Butterfly World	Zoolab
Y1	The Gruffalo Trail at Sedgfield Country Park Fire Station	Firemen
Y2	Sildon Railway Museum Hamsterley Forest	Durham university history department
Y3	Middlesbrough Museum of Modern Art Tyne-tees TV	Star Radio
Y4	Hancock Museum Planetarium at the Hancock Museum	Egyptians Workshop
Y5	Botanical Gardens, Durham Beamish Museum (Evacuees Day)	World War Workshop
Y6	Beamish Museum (Murder Mystery Day) Theatre Royal or Empire Theatre	Police
Additional	Yorvik Viking Centre Durham Cathedral	Anglo-Saxons work shop

Units		
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Visits and visitors can vary from the information outlined above since they're dependent on availability and timings.

### Assemblies Themes

In order to explore a range of topics and themes, children participate in daily assemblies and/or acts of collective worship. School has an extensive assembly programme with a range of themes used to support SMSC and personal development. Assemblies are infused with opportunities to help develop children's SMSC understanding, through the use of storytelling, reflection and questioning. Themes are listed below:

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<b>SMSC</b>  <i>(Delivered by the Head Teacher)</i>	New beginnings  Rules and rewards  Listening  Attitude  Head boy and girl elections  Supporting charities  Famous Historical Battles and their impact  Bravery  Conflict  National Poetry Day  Aspects of Hinduism  Current affairs and news stories	Armistice Day  Gunpowder plot  Parliament  Religious differences  Dealing with Bullying  Friendships  Keeping safe  Diwali  Hanukkah  Aspects of Judaism  Advent  Current affairs and news stories	National Story Telling Week  Chinese New Year  Myths and Legends  Patron Saints  Respect  Perseverance  Patience  Lent  Trust  Cheating  Aspects of Christianity  Current affairs and news stories	Fair Trade and Equality  Fairness  Patron Saints  World Book Day  Famous Writers, authors and poets (Shakespeare)  RSPCA Week  Goodness  Animal cruelty  Beauty  Aspects of Buddhism  Current affairs and news stories	Walk to School Week: Healthy living  Being positive  Staying calm  Being Mindful  Feelings  Attention  Differences  Strategies  Questioning  Aspects of Islam  Current affairs and news stories	The Environment (lined to World Environment Day)  Recycling  Oxfam Water Day  Sharing  Helping others  Aid Projects (African Child Day)  Ramadan  Democracy  Identity  Happiness  Aspects of Sikhism  Current affairs and news stories
<b>Developing a love of literature</b>  <i>(Delivered by the Deputy Head Teacher)</i>	Stories for younger children – Well known authors and stories  Stories for older children – Well known authors and stories	Stories for younger children – Well known authors and stories  Stories for older children – Well known authors and stories	Stories for younger children – Well known authors and stories  Stories for older children – Well known authors and stories	Stories for younger children – Well known authors and stories  Stories for older children – Well known authors and stories	Stories for younger children – Well known authors and stories  Stories for older children – Well known authors and stories	Stories for younger children – Well known authors and stories  Stories for older children – Well known authors and stories
<b>Developing a love of the arts</b>  <i>(Delivered by the Teachers)</i>	Poetry appreciation:  Famous Works	Music appreciation:  Baroque, Romantic and Classical Music	Art appreciation:  Pictures and paintings	Poetry appreciation:  Humorous Verse	Music appreciation:  Pop, Rock and Alternative Music	Art appreciation:  Sculptures and installations
<b>Sharing learning</b>  <i>(Delivered by Classes)</i>		Victorian Britain: Crime and punishment  Christmas Story	World War 2: Evacuees  Plants and the environment  Outer-space  African Culture: A study of Kenya and the Masai Tribe	Natural Disasters  Ancient civilisations  Animal rights and protection  Easter story	The natural world  Local History: George Stephenson  Historical event in London  Julie Donaldson	Animal Conservation
<b>Raising awareness</b>  <i>(Delivered by Children who have been involved in the running/decision making aspects of</i>	Roald Dahl Day  School council – Purple Patch: Introduction to the council  Sports council: Introductions and	Creative and performing art society end of term performance  School choir performance  School Samba Band	School council – Purple Patch update  Sports council  Mini police: Assignment update	School choir performance  School Samba Band  Y6 Comic Relief/Sport Relief	School council – Purple Patch  Sports council  Mini police: Assignment update	Creative and performing art society end of year performance  School choir performance  Samba Band School

<i>school life)</i>	sports plans Y6 MacMillan Cancer Support	Y5 Children in Need Y4 Carol Service				choir performance Stephenson Way's Got Talent Finalists
Learning from others  <i>(Delivered by Visitors)</i>	Open Book – stories from the old and new testaments  Durham University History Department	Open Book – stories from the old and new testaments  Butterwick Foundation	Open Book – stories from the old and new testaments  Visiting author	Open Book – stories from the old and new testaments  Books and bread from Kenya  Show Racism the Red Card	Open Book – stories from the old and new testaments  Durham University History Department	Open Book – stories from the old and new testaments  Visiting author
Celebrating achievements with parents and carers  <i>(Delivered by Senior Leaders)</i>	Attendance Awards  Head Teacher Achievement Awards	Attendance Awards  Head Teacher Achievement Awards	Attendance Awards  Head Teacher Achievement Awards	Attendance Awards  Head Teacher Achievement Awards	Attendance Awards  Head Teacher Achievement Awards	Attendance Awards  Head Teacher Achievement Awards

### **Alternative Curriculum Pathway Content**

To supplement our main curriculum, we run an Alternative Curriculum Pathway (ACP). The purpose of the ACP is to provide children with additional opportunities and experiences that they may not normally receive. The ACP is accessed by children who have a potential talent (which can be nurtured); children who find aspects of the main curriculum challenging; and any other children that we feel may benefit from the additional provision being offered.

Current enhancements include:

- Environmental studies
- Historical Enquiry
- Choir/choral group
- Samba Band
- Creative and performing arts
- Specialist sports coaching
- Boys' and Girls' football coaching
- Cricket coaching
- Netball coaching
- Basketball coaching
- Zumba and Salsa
- Design class
- (Experimental) Psychology
- Computer animation
- Conversational French
- Social games groups including: drawing and writing therapies

As a school we endeavour to provide as many pupils as possible with opportunities to participate in the Alternative Curriculum Pathway since we aim to provide all of our pupils a wide range of opportunities and chances.

### **Special Features**

Stephenson Way Academy and Nursery School operates with a number of special features which permeate the main curriculum and enhance it further. The special features heighten children's enjoyment of school and strengthen their Social, Moral, Spiritual and Cultural Development. School's special features are listed below:

- Creative and Performing Arts
- Sports, Games and PE
- Environmental Studies
- Historical Enquiry

## **Working with Charities**

To further strengthen children's SMSC understanding and development, school supports two main charities. Each charity has been chosen because of the links it has with supporting both children and families within school and/or the local community. Children are actively engaged in organising and running events to support the charities below:

- Macmillan Support
- Butterwick Hospice

In addition to the charities outlined above school supports and participates in other national events and days such as Children in Need, Comic Relief and Sports Aid.

## **Special Links and Partnerships**

The final element of our SMSC provision is based around the special links and partnerships we have established with a number of organisations within the local community and wider locality.

### *Durham Constabulary Mini Police*

School is part of Durham Constabulary's Mini Police project. The purpose of the link is to foster positive relationships with the police-force and develop positive attitudes to British law. The scheme also attempts to develop children's sense of belonging and pride in the local community. To date the Mini Police initiative has enabled children to engage in a number of visits and activities, including meeting members of the Royal Family; visiting a local Mosque to learn about different religions and cultures; and visiting visit police HQ to learn about various aspects of the Police.

### *The Foundation of Light*

School works closely with the Foundation of Light to provide a number of sporting and wider curriculum opportunities. The Foundation of Light has supported school with Family Learning Programmes and Business Enterprise Projects, as well as providing dance and football coaching to extend school's sports provision.

### *Show Racism the Red Card (SRTRC)*

The SRTRC team visit school periodically to promote positive attitudes towards different races, beliefs and faiths. The team's latest visit focused on helping the children understand and appreciate different cultural and religious views.

### *Parliamentary Education Office*

A member of the Parliamentary Education team visits school periodically in order to teach children about parliament and democracy. The last visit focused on debate and children participated in a "mock-up" of a debate, taking the same form as those held in parliament.

## **Children's role in decision making in school**

Children at Stephenson Way Academy and Nursery also have the opportunity to participate in democratic processes in their roles as elected Purple Patch (school council), Sports Council and Head Boy/Girl and prefect posts. All posts are voted for by peers and children need to use their skills to persuade others to vote for them. Once in "office" children contribute to the decisions made within school, on matters relating directly to them.