



*SMSL in  
the  
curriculum*

The Peak Tor Federation

# Christian Values



Love

Respect

Empathy

Belief

Kindness

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. Our Christian values are at the heart of everything that we do. They form the backbone of our curriculum and are lived out on a daily basis.

There are many examples of how our children live our values in practice. This brochure aims to give you a feel for the many different ways that we enhance our pupils Spiritual, Moral, Social and Cultural development

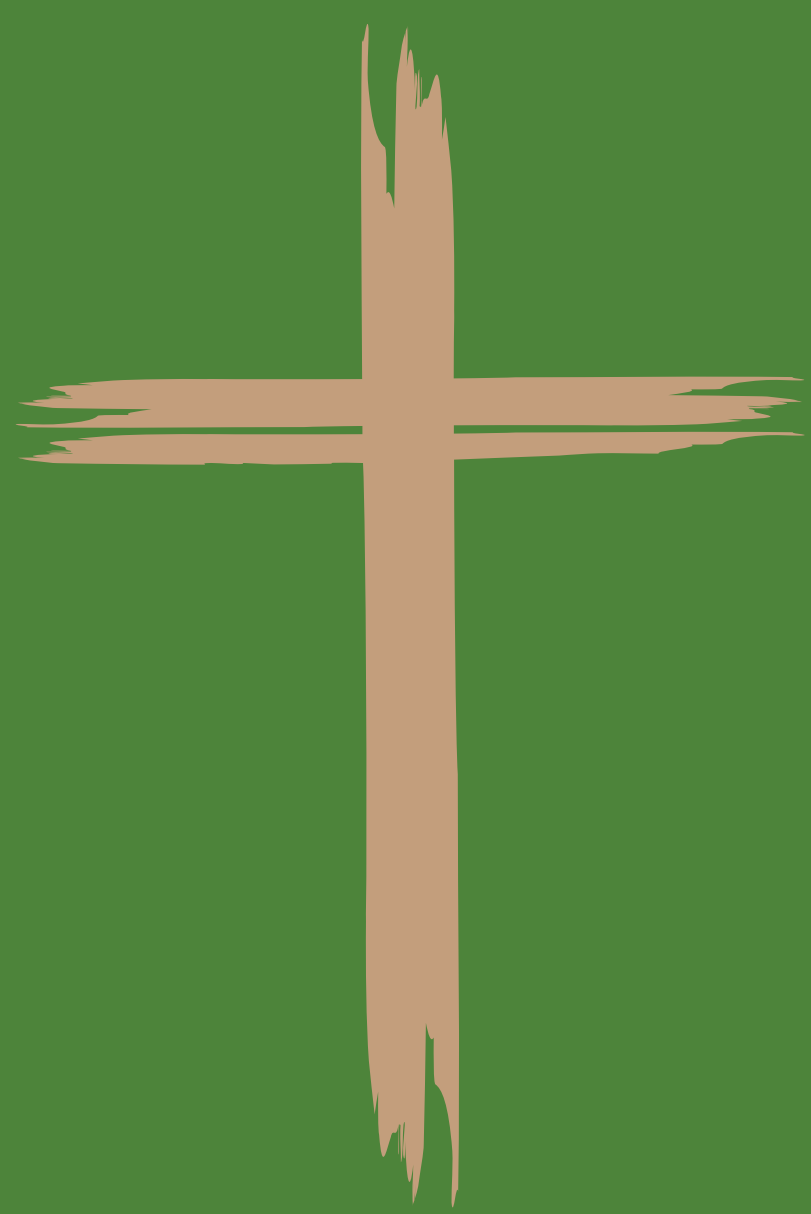





Life in all its fullness








# SMSC in the curriculum

We designed our foundation curriculum based around our national curriculum expectations with our school values at the heart of each subject. For each subject we planned how our values should be taught. We also planned opportunities for Spiritual, Moral, Social and Cultural development for each subject. Please see our foundation curriculum documentations for these plans,



SMSC in Music	
<b>Spiritual Development</b> 	<b>Children:</b> <ul style="list-style-type: none"> <li>• Demonstrate they are <b>reflecting on their experiences</b> and learning from reflection. They express their opinions about their own and their peer's work.</li> <li>• Show they <b>understand human feelings and emotions</b> and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and other's music.</li> <li>• Develop <b>musical appreciation – through genre and culture.</b></li> <li>• <b>Respect others</b> e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins.</li> <li>• <b>Accommodate differences</b> and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project, such as playing in an ensemble.</li> <li>• <b>Ask questions, offer ideas and make connections</b> for example when listening to music.</li> <li>• <b>Display creativity and imagination</b> in developing music e.g. when composing or performing.</li> <li>• <b>Review</b> what they and others have done and say what they might change in their current work or develop in their future work.</li> </ul>
<b>Moral Development</b>	<b>Children</b> <ul style="list-style-type: none"> <li>• They incorporate mutual respect and the consideration for others' work and performance.</li> <li>• Pupils are encouraged to show <b>compassion</b> when assessing the work of others. Understanding how their comments can build up or destroy another's <b>self-belief</b>.</li> </ul>
<b>Social Development</b> 	<b>Children:</b> <ul style="list-style-type: none"> <li>• Work <b>cooperatively</b> with partners and in a structured and unstructured groups.</li> <li>• <b>Participate</b> in musical experiences such as the Junior Summer Performance and church services.</li> <li>• <b>Demonstrate personal qualities</b> such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence</li> <li>• <b>Demonstrate leadership skills</b>, for example when conducting a group.</li> </ul>
<b>Cultural Development</b> 	<b>Children:</b> <ul style="list-style-type: none"> <li>• <b>Engage with music from a range of cultures and genres</b>, developing appreciation for music different to that they are familiar with.</li> <li>• <b>Understand the role of the musician in a range of cultures, times and contexts.</b></li> </ul>
<b>British Values</b>	At the Peak Tor Federation we recognise that our Music curriculum plays an important role in promoting British Values. We have planned our curriculum to ensure that through music our pupils can learn about the powerful messages art can convey and the impact it can have on others.

## Christian Values in Art

Love	Compassion	Respect	Faith	Belonging
				
<b>Creating</b> – using art skills without fear of right or wrong- we aim for our pupils to LOVE their art and enjoy experimenting with a range of techniques and materials.	<b>Inspiration</b> - looking to others to help us improve and help others.	<b>Respect</b> – respecting and celebrating both our work and that of our peers.	<b>Persevering</b> – keep trying and practising to perfect skills in all areas of art and design. No skill is achievable instantly.	<b>Team work</b> – working together to develop art and design skills to create an interesting result
<b>Imagination</b> – look at things in unusual ways.	<b>Generalisation</b> - spotting patterns and adapting them to develop art skills.	<b>Open mindedness</b> – being open to appreciating the work of others and the similarities and differences in techniques.	<b>Making mistakes</b> – enjoy things that go wrong and learn from them.	<b>Community links</b> – participate in local events to support and showcase art and design projects.
<b>Cross curricular links</b> – using art to support learning in other curriculum areas.	<b>Compassion</b> – Understanding that we all have our own experiences, talents and opinions when it comes to art.	<b>Tolerance</b> – understanding and respect for others.	<b>Self-confidence</b> – mastering and celebrating an art skill, by showcasing work increases your self-belief and growth mind-set.	<b>Expanding horizons</b> – developing appreciation and understanding of other cultures and art history

# Connecting with God

As a Christian school it is our calling to provide as many opportunities as we can for our pupils to connect with God. We do this through many planned and unplanned experiences.

Planned opportunities included:

Daily Collective Worship

Rigorous Religious Education curriculum

Visiting our local church for church services throughout the year

A strong relationship and weekly visits from Father Tony

Collective Worship Group

Sharing and discussing bible stories

Encouraging reflection in all that we do

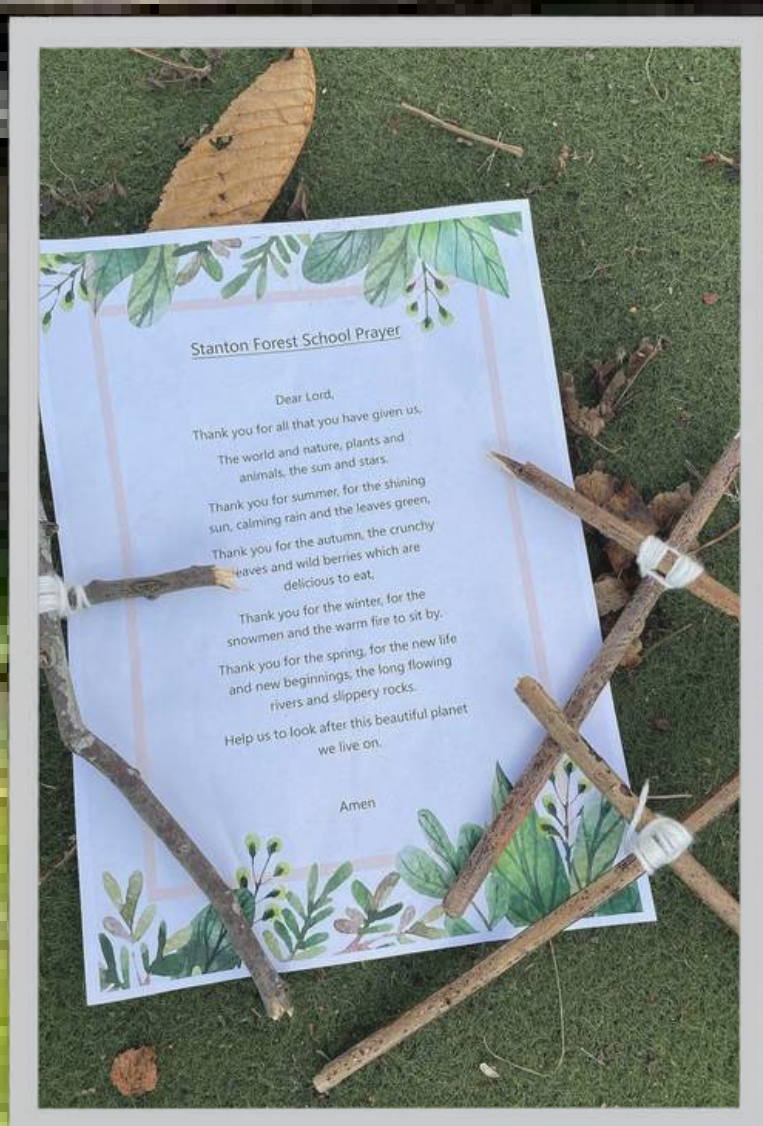


Unplanned experiences can include:

Relating God's teachings to how the children feel and behave

Supporting pupils through traumas or life changes through God's teachings

Unplanned reflection



Life in all its fullness

# Connecting with God - Collective Worship

Collective Worship is an integral part of our daily life. It is a time when we come together, learn and reflect on God's teachings, celebrate and pray together,

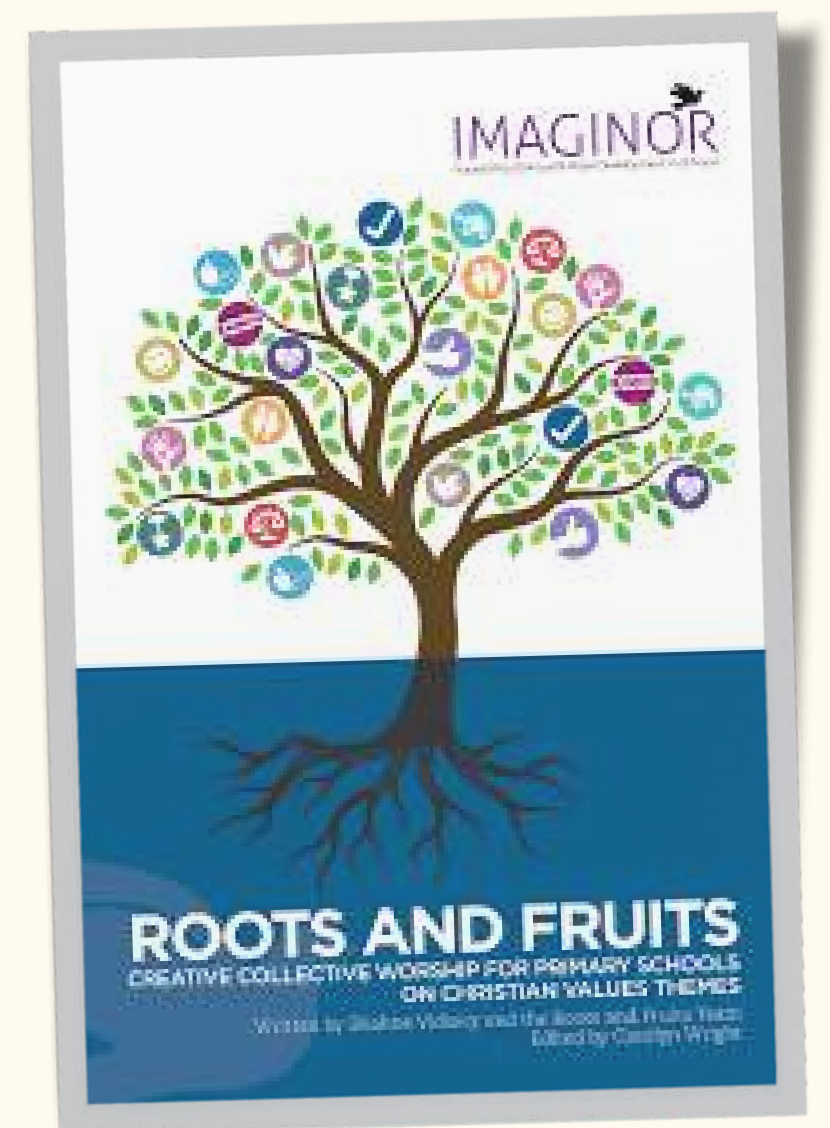
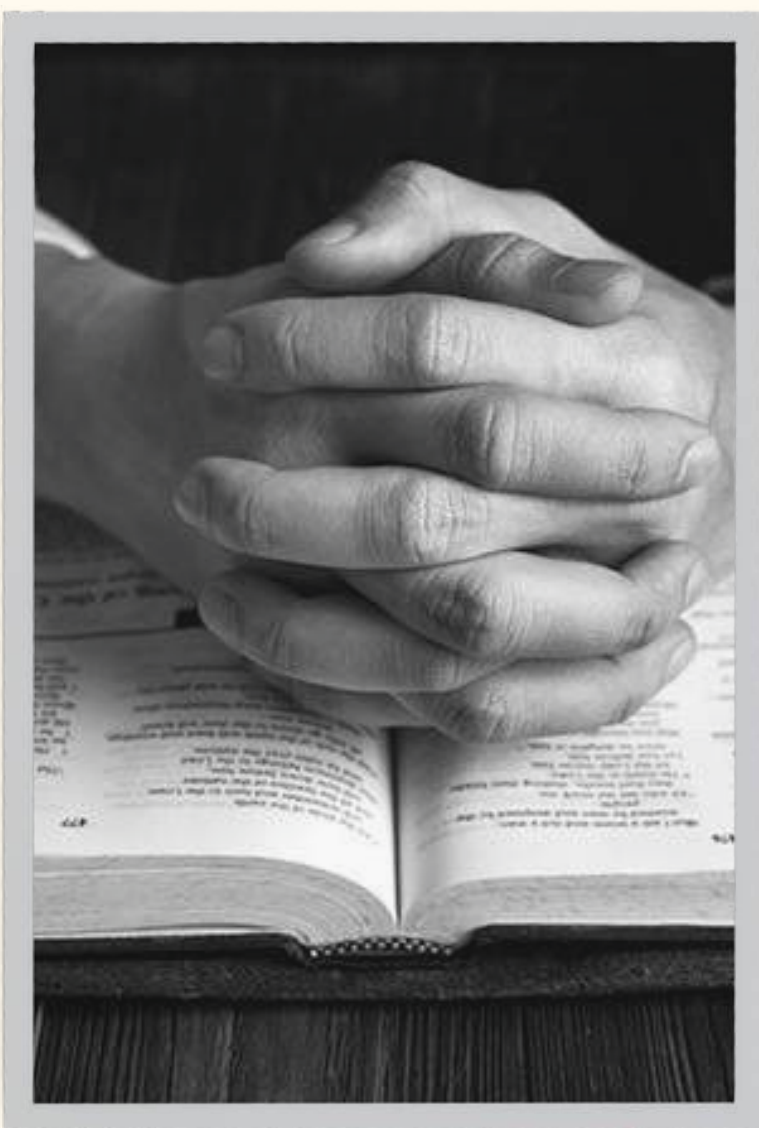


Our Collective Worship schedule is as follows:

- Monday = Christian Values through bible stories
- Tuesday = Hymn Practice
- Wednesday = Father Tony (bible stories and values)
- Thursday = British Values
- Friday = Celebration Collective Worship

Collective Worship group meet every other Monday and perform a variety of tasks from preparing and performing Collective Worship, preparing for services in church (which has included making cards for the congregation) and creating displays in school. The children have also helped organise charity events such as Children in Need.

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Life in all its fullness



# Agents of Change

## Charitable organisations and fund-raising

Charitable organisations and fund-raising which is carried out by staff and pupils include:

- harvest food to local food banks
- children fund-raising out of school for Ukraine & Water Aid
- sponsored read for books for school
- sponsored silence for equipment for the library.
- We have the current Young Citizen of the Year in school (Bakewell Rotary Club) – nominated by several members of the community.
- Children in Need – colouring competition, letter to parents, bake sale - all organised and run by the school council.
- Red Nose Day – out of uniform.
- Remembrance Day – selling poppies for the British legion and going up to the church or local memorial statue for the minute silence and a prayer.
- Raising funds for our link school in India



# Moral Development

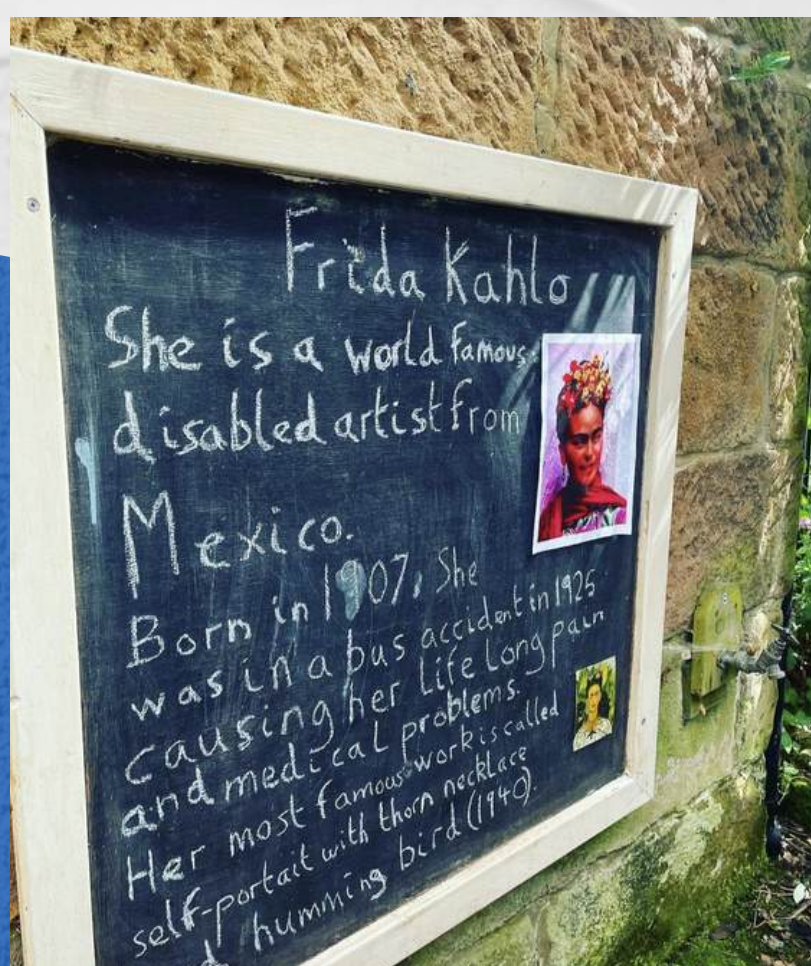
# Democracy

British Values



Other examples of how we promote the values of democracy, including 'pupil voice' are:

- Children agree the school values and behaviour policy.
- Children create and agree to the school prayer yearly.
- Children take part in questionnaires so that they can put forward their views of the school
- Children are given the opportunity to vote on specific issues e.g the choice of films to watch, who will be on the school council , to choose appropriate rewards for their class.
- Children's opinions are sought on the extra areas of study as part of our creative curriculum.
- Children learn about democracy in weekly 'British Values' news
- Children learn about democracy and the importance of each and everyone of us having a voice regardless of gender, race, belief, disability or sexual orientation.
- Children learn about historical events and people who have supported the rights of democracy such as Rosa Parks and Frida Kahlo.



Life in all its fullness



# Moral Development

## British Values

# Mutual Respect



Mutual respect is at the heart of education at the Peak Tor Federation and is one of our School Values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect in the following ways :

- Teachers leading by example and having high expectations of all visitors on site, including our pupils.
- Assemblies
- RE lessons – learning about and respecting other cultures and beliefs
- Curriculum lessons such as RE, chosen English texts, PE etc.
- Through the PSHE and RE curriculum pupils are encouraged to discuss and respect differences and similarities between people
- Learning about the world through our cross curricular topics.
- Learning how to listen and disagree in a respectful way i.e. debating

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# British Values

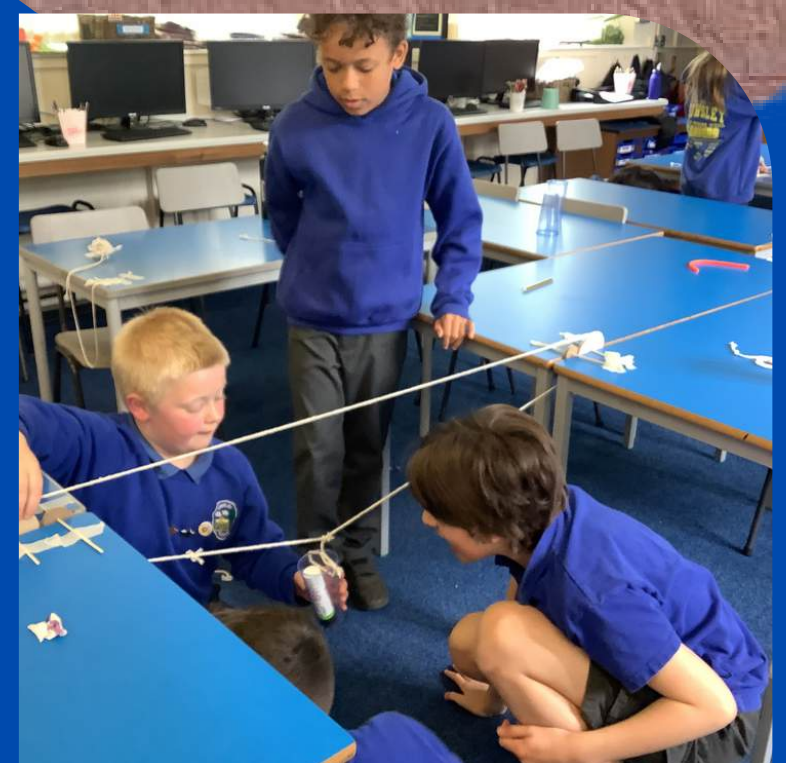
## Individual Liberty



We promote individual liberty through:

- Building resilience
- Choices about their participation in extra-curricular clubs and opportunities
- Opportunities to reflect on their behaviour and choices
- Empowering children to make safe choices through E-Safety, PSHE, Road Safety and Fire Safety lessons
- Teaching an understanding of the concept of freedom and choice.
- Teaching our RE curriculum, which inculcates values of understanding, tolerance and respect for others, including those of other faiths.
- Teaching children an understanding of human rights, in particular the UNICEF rights of the child, through assemblies and class lessons.
- Providing our extra-curricular provision, which offers equal opportunities for all children, boys and girls, and children with Special Educational Needs in sport and other areas.
- Holding discussions in RE, English and other subjects, which allow children to develop respect for the opinions, values and beliefs of others.
- Dealing with and resolving conflicts evenly and fairly
- Encouraging our pupils to recognise and stand up for their rights and the rights of others
- Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own.
- To respect and value our world, and the things, both material and alive that exist within it.
- Debates

Children in Year 6 are given key roles and responsibilities such as Play leaders.



Moral Development

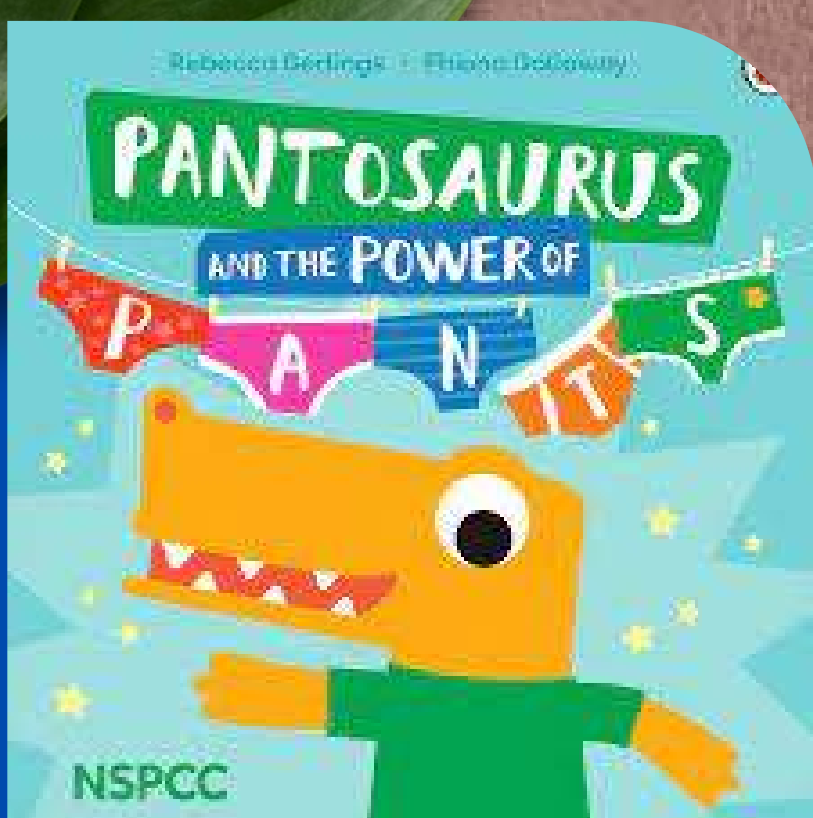
British Values

# Rule of Law

This is reinforced in different ways:

- Each class discusses their class rules, clearly understood by all to ensure that they have a safe environment in which all pupils have a right to learn
- The whole school behaviour policy is clearly structured and publicised and followed by all.
- Pupils have regular opportunities to reflect, for example, on their choices during Collective Worship.
- Collective Worship covers national and International events and explicitly link these to British values
- In RE lessons, Pupils have the opportunities to explore the rules of particular faiths
- During other subjects, their respect and appreciation for different rules e.g. in sports lessons, competitions.
- teaching children an understanding of human rights, in particular the UNICEF rights of the child, and a child's right to be safe (safeguarding).
- implementing our school and class rules which have clear and agreed statements, and ensuring that the children know their own right and respect the rights of others.
- implementing our procedures and protocols for dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination, which demonstrates to pupils that we take these issues very seriously, mirroring the attitudes of British society.

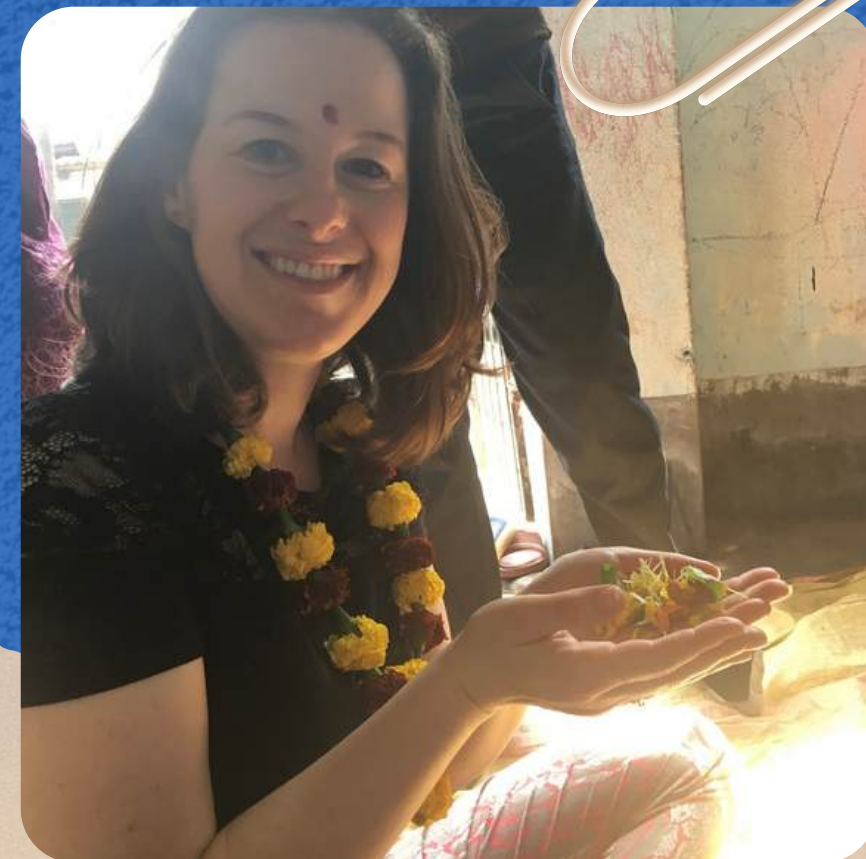
We also have links with law enforcement agencies and take part in national initiatives for example, Speak Out, Stay Safe (NSPCC).



# Moral Development

# British Values

Tolerance for those of different  
faiths and beliefs



We recognise that we are not a very diverse community and as such we have planned many opportunities to teach about other cultures and beliefs. We are proud to promote and celebrate different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum. We enhance pupils' understanding of different faiths and beliefs by:

- RE lessons – learning and respecting other cultures and beliefs
- Providing a diverse range of resources, such as books, representing a range of cultures and faiths
- Learning about the world through our cross-curricular topics
- PSHE theme days
- RE theme days and visitors to school
- Collective Worship
- India link



Life in all its fullness

# Equality



At the Peak Tor Federation we pride ourselves on going above and beyond to ensure that ALL of our pupils thrive regardless of their protected characteristics. We actively advocate for our pupils with protected characteristics and work closely with parents and outside agencies such as Early Help, Behaviour Support Service, Educational Psychologist, Autism Outreach, CAMHS to ensure that all of our pupils receive the correct support. The school does not off role. We provide extra adult support where needed. Our curriculum scaffolds up to ensure that ALL pupils can achieve and live 'life in all its fullness'- John 10:10. This includes ensuring that all of our pupils are involved in all of our school life including swimming, music lessons, sporting events, trips and residential, school plays and clubs.

We have provided extra support for parents in need such as respite care, financial support, support accessing health care professional and housing.



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# Cultural Development - Connecting with other cultures

## Link to Bhowanipur School-Kolkata, India



For the last 6 years the Peak Tor Federation has been linked to Bhowanipur, a school for 3-11 year olds located in one of the poorest slum regions of Kolkata, India. Representatives including Mrs Wyer, Mr Figg and Miss Lindley have all taken part in an initiative ran by the Diocese of Derbyshire and visited the school. These visits ran from 2018, 2019, 2020 and were unfortunately cancelled due to the covid pandemic. In a January 2023 two teachers from the federation: Mr Figg and Miss Lindley went out to carry on this link.

This link explores how two different cultures can support each other with the aim of improving education for all. When visiting for 10 days time is split between bring all the schools in the link together for professional development- there has been a focus on the teaching of English and Maths, and time spent in school modelling good practice and supporting school staff.



## Agents of Change

Our children have fundraised to pay for dinners for the children of Bhowanipur Cemetery School.

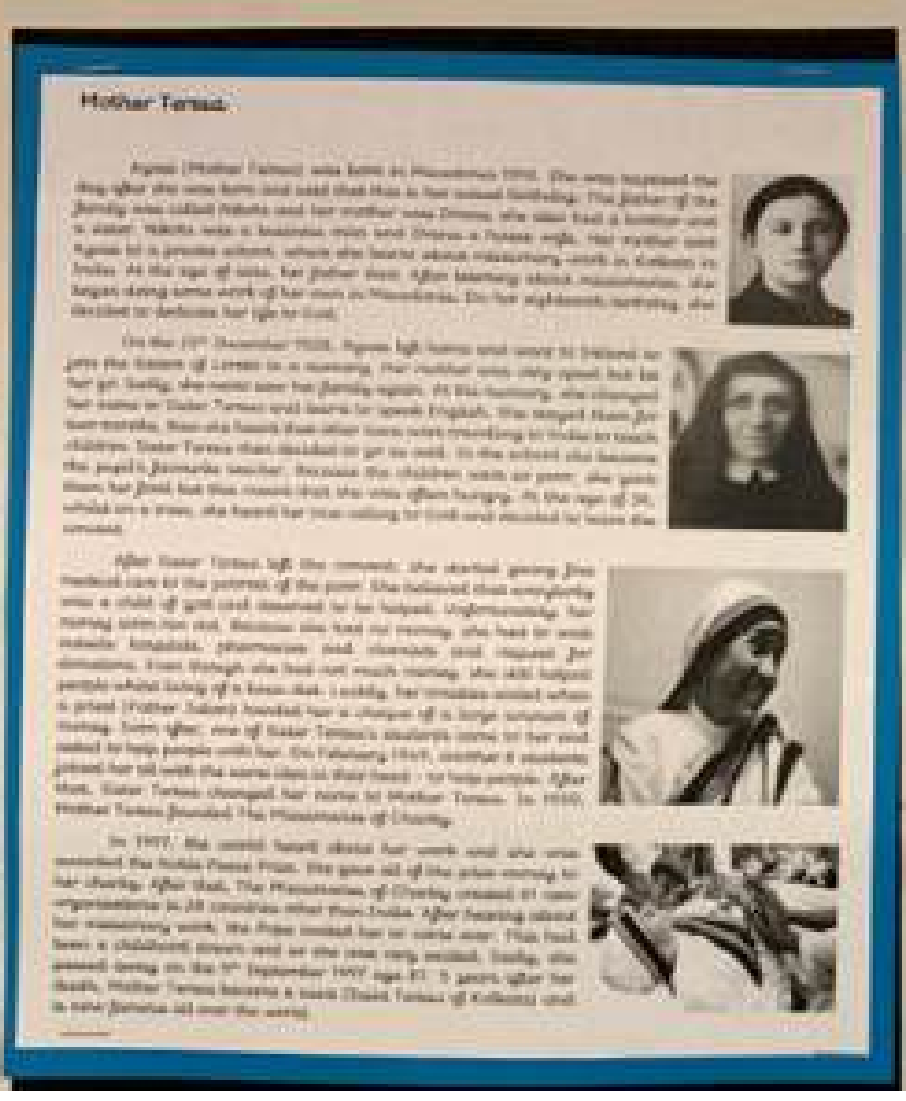
# How our link to India Impacts the Children at The Peak Tor Federation - by Mr Figgy

First hand experiences, real life stories, photographs and videos enabled me, as their class teacher, to engage the pupils of Stanton in Peak with something that, prior to my visit, they could only read about and search for on the internet. Working so closely with the children and teachers in Kolkata, seeing how they lived, and developing such strong relationships (in such a small period of time) had a huge impact on me personally. It lit a fire in me that I didn't know existed; I returned to school full of passion and enthusiasm for something, I now consider, very close to my heart. My new found passion and enthusiasm, combined with the real life experiences, has enabled me to connect with the pupils and fully immerse them in my visit.



## Mother Teresa

My visit to the Mother House inspired the pupils to learn about Mother Teresa's upbringing, her journey to India, selfless nature, relationship with God and the important work she did for the people of Kolkata and all over the world. The children produced written biographies of her life



## Indian Culture

I was able to talk to the class

Indian culture and the city of Kolkata – describe the noises, smells, colours and people; the traffic (the car horns!), the dogs, the cows and the extensive list of wildlife. My first-hand account, along with the photographs and videos I took, provided the children with a real idea of what it was like. They were able to produce written reports about India which were far more detailed than if they were simply researching it. I enjoyed reading their work and stumbling across direct quotes such as: 'If visiting India, it is important to buy bottled water. Whilst local residents regularly drink it, it can make tourists sick as their stomachs are not used to it.'



## The Sundarbans

My experience of walking through the mangroves, whilst on the way to visit a CRS funded school, helped the children produce a descriptive piece of writing. They put themselves in my shoes and imagined stepping off the boat and meandering between the plant-life. They described how they were feeling, knowing that at any moment the mighty Bengal Tiger could appear.



## Artwork

Our visits to the various temples inspired children's artwork. I was able to describe the feeling of calmness and tranquillity as we entered, despite the hustle and bustle of the city. The pupils attempted to portray this through their paintings.



## The Children

Perhaps the most powerful impact on our school has been through the connection with the CRS funded schools and the relationship with the pupils and teachers in Kolkata. The children at Stanton in Peak have been able to see that, despite living at the other side of the globe, in conditions worlds apart, the children in Kolkata are just the same as them. They enjoy playing 'What time is it Mr Wolf?' and they get excited at the prospect of a sack or three-legged race. They laugh, they cry, they behave...and they also misbehave. The children have enjoyed sharing video messages with each other and sending artwork.



## Fundraising

The children at Stanton in Peak now feel a real connection with their friends in Kolkata. They recognise that they are the same in so many ways, yet also realise that they are in a privileged position brought around only by circumstance. Their connection with the schools in Kolkata has given them a far greater appreciation of some of the simpler things in life – clean water, a place to sleep, the food they eat and the education they receive. They have been inspired to fundraise and have done this in several ways such as cake sales, books stalls and the camp out for India.

### Camp out for India:

After learning about the slums and how thousands of people in India live – often sleeping rough on the street or using whatever materials they can find to make shelter, the children built a shelter of their own out of natural resources and were sponsored by their friends and family to spend the night in it. Before they settled down for the night, they sat by the campfire and had a moment of reflection and considered that whilst this was a fun, one-off, novelty experience for them – it was a real life, everyday struggle for many people in Kolkata.



What made the fundraising so impactful, was that the children at Stanton could see where their money was going – they have been able to see the children, who they have shared messages with and written to, wearing the watches and eating the ice-creams that the money they raised has bought.



# Social Development - Connecting with others

## Trips and Residential



We offer a wide range of residential and school trips that have been planned to ensure we support our pupils personal development.

Examples of past trips include:

### **Residential:**

- Yearly KS2 trip to Edale Christian Centre in Autumn 1 for teamworking and cohesion at the start of the school year. Pupils are encouraged to take risks, push themselves, show resilience when staying away from home and take responsibility for their possessions and selfcare.
- Year 5/6 also attend a end of year residential. Past trips have included London or Manchester, Boggle Hole (Seaside), Lea Green, Mount Cook Adventure Centre.

### **Trips:**

- Bolsover Castle
- Sheffield
- Butterfly and Falconry Centre
- Cresswell Crags
- Level Art Centre





# Connecting with Others

## Visitors into School

We have a wide range of visitors into school and are always seeking to give our pupils more experiences and meet different people from different religions and cultures.

Recent visitors include:

Father Tony, our local vicar, comes into school for weekly Collective Worship

Dry stone walling,

First Aid training

Jenny McKenzie (local artist)

Derbyshire Fire and Rescue Service

Derbyshire Recycling

Swimming Safety

National Wildlife Trust

Mental Health Workshop

Early Help (parents and pupil workshop)

Orthopaedic Surgeon (Rowsley)

Architect

Boogie Academy

Christian Children's Author

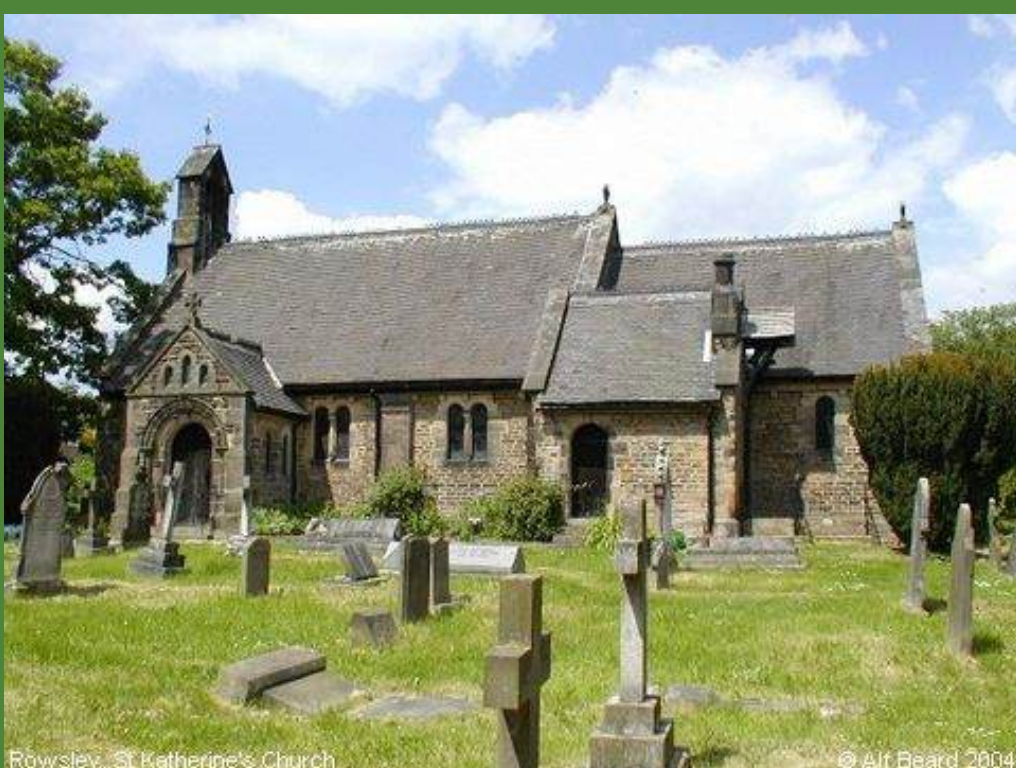
Sally Barton - English Heritage Project



# Connecting with Others & Agents of change Community Involvement

Pro-active PTA,  
carols in the community,  
poetry post,  
reading poetry to the Warm Hub,  
community craft club in for knitting each Tuesday lunchtime  
enrichment days i.e. make-do-and-mend,  
well-dressing – not only do members of the community come in to help the children, but  
there is a well-attended blessing of the wells,  
attendance at non-school event of the Christmas Crib service  
nativity and school performances,  
school discos.

Church events such as Harvest, Easter and Christingle  
visiting/supporting local business (Scarthin & Peak Village, Level centre).  
Attend the Carnegie medal winners book afternoon at Lady Manners,  
Numerous sporting events with all the local small schools  
Working closely with Rowsley Village Hall and the Peak Village Centre  
Collaborative art project with Chatsworth House



# SPMSE Development

Here are some examples of some of the ways in which we seek to enhance our pupils experiences and personal development so that they can 'live life in all it;s fullness'



National initiatives such as world book day



KS2 music lessons and concert



KS1 & 2 Performances



Local community initiatives (poetry in the community)



Sporting events



Looking after the school grounds and local area

# SPWGC Development



Bikeability and local bike rides



Local festival contributions



Encourage courageous advocacy



Learn about being healthy and encourage children to think about food miles and how we can grow our own food.



Teamwork



Learn about local traditions and careers



# Spiritual Development

## Connecting with Nature: Forest School

Forest Schools is not a place, not an individual lesson, it's a philosophy. Our Forest School involves activities within the school grounds as well as engaging with the local wildlife and countryside.

Forest School is essential for our children's **spiritual and social development**. Our weekly sessions give the children the time and opportunity to connect with nature, themselves, with others and with God in our natural world.

Forest schools is different from outdoor education because it is a long term, sustainable approach to learning which builds children's self-esteem, confidence, independence and well-being through the exploration of, and experiences in the natural world. It is not just a one-off outdoor activity with specific objectives in mind, it is a set a regular visits to a particular outdoor area where children can develop personal, social and other skills which have been proven to enhance their learning.

### **What happens on Forest Schools?**

Every session starts with a prayer and ends with spiritual reflective time – being thankful to God for all that he has provided.

Each week the groups will change into their appropriate Forest School clothing and venture out to one of our Forest School sites. Games are played and small achievable tasks are set, such as collecting natural materials and building shelters from sticks, rope and other materials. Under careful supervision, the children will also be introduced to a range of tools such as sheaf knives, billhooks, bow saws and loppers (which the PTA kindly provided funding for). These tools present the opportunity to make objects such as mallets, tent pegs, picture frames and more.

Children will also learn about fire and outdoor cooking. Group tasks and team-building activities will be regularly undertaken to encourage social interaction and communication, and the levels of challenge will be adapted according to abilities. Although there is no prescribed list of activities at Forest School, many National Curriculum targets will be met through the Forest School programme, particularly RE, PSHE, Science, PE, Maths, Literacy and Geography. Themes of study can be brought into sessions and developed back at school.

All of our children  
take part in  
weekly Forest  
School Sessions  
ALL year!



# Forest School at Stanton



# Forest School at Rowsley



# Agents of Change

## Badges and Awards

At the Peak Tor Federation we have an award system that pupils can work through throughout their time in primary school. The awards start at Bronze and progress to Silver, Gold and then a School Leader Award. In order to achieve a school badge children must consistently show how they are living through God's teachings by demonstrating Christian Values and outstanding attitudes and commitment for example to achieve bronze pupils are asked to, among other criteria, show respect to all and be kind to others, through to the top award-School Leader, where pupils are asked to contribute to wider society.



# Agents of Change

## Local Community

We encourage our pupils to be active citizens in the community-this links to our award scheme. Pupils are encouraged on a daily basis to keep our school and school grounds tidy. We also have afternoons where we all help to keep the school grounds clean and tidy with activities such as sweeping the leaves, planting plants and vegetables, litter picking, weeding the flower beds etc. in the local community we join in with local initiatives such as the Rowsley Well Dressing, the Tuesday Warm Hub and at Rowsley we run a toddler Forest School session for toddler parents. Our older pupils wrote poetry and posted it to various houses and businesses in the village.





