

Dean Field School

SMSC Policy



Written - September 2019

Reviewed - June 2020

Next Review Date - September 2021

Intent

At Dean Field Primary School, we believe that the values of our school underpin the SMSC development of all learners. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Therefore, we take a cross-curricular approach that provides pupils with opportunities to explore and develop SMSC so that they are prepared for life in diverse, modern Britain.

We have clear behaviour and reward systems that promote high standards of personal behaviour and teach children to take responsibility for their own actions. Our school values are rooted in our school code of conduct and our day to day practice so that we can create a positive, inclusive learning environment.

We aim to deliver an education that provides pupils with opportunities to explore and develop:

- Their own values and beliefs
- Spiritual awareness
- High standards of personal behaviour
- A positive, caring attitude towards other people
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of other cultures

Implementation:

Planning and Teaching

At Dean Field our curriculum is designed to provide children with opportunities to increase their cultural awareness and capital so that pupils appreciate diversity and richness of other cultures. Topic webs for each year group clearly state the SMSC links that will be made so that pupils are developing an understanding of SMSC through our creative curriculum, as well as through the whole school ethos. We ensure that the SMSC education for our pupils is set within a context that is meaningful and appropriate for their age, ability and background. We provide pupils with a wide range of opportunities to reflect upon and discuss their beliefs, feelings and respond to personal experiences. By doing this we enable our pupils to develop an understanding of their individual and group identity which then supports their knowledge of their social and cultural environment. Our SMSC links also allow pupils to explore social and moral issues and develop a sense of social and moral responsibility. As well as imbedding SMSC in our creative curriculum, we also explicitly deliver whole school assemblies that will contribute to the SMSC development of our pupils.

Aims of Planning and Teaching

Aims of pupil's spiritual development:

- Sustain their self-esteem in their learning experience
- Support the development of beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- Encourage a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Experience moments of stillness and reflection;
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate their own and others experiences

Aims of pupil's moral development:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Show respect for the environment
- Recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understand the consequences of their actions
- Investigate, and offer reasoned views about, moral and ethical issues

Aims of pupil's social development:

- Develop an understanding of their individual and group identity
- Help others in the school and wider community
- Work and socialise with pupils from different religious, ethnic and socioeconomic backgrounds
- Cooperate well with others and be able to resolve conflicts effectively

Aims of pupil's cultural development:

- Develop and strengthen the cultural interests of pupils
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Recognise and respect the rights of others to exercise a cultural influence
- Consider the nature and roots of cultural traditions
- Willingly participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

- Explore and respect cultural diversity and develop the ability to 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

Here is what we do as a school to ensure we teach and provide opportunities for spiritual, moral, cultural and social development:

<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> • Whole school assemblies • RE teaching • Strong school values • PSHE teaching • Working walls • Creative curriculum • Residential trips • Gold Book assembly • Visits to place of worship • Museum/gallery visits • Self-assessment/peer assessment 	<p><u>Moral:</u></p> <ul style="list-style-type: none"> • Rights Respecting School Council • School council elections • Year 6 school Ambassadors • Consistent use of our positive behaviour system • Clear and effective behavioural policy • Charity fundraising • Good relationships between staff and children • Good relationships between children • Reward systems within each class as well as whole school reward systems like house points • Displays of British values and school values
<p><u>Social:</u></p> <ul style="list-style-type: none"> • Family learning events throughout the year (linked to Christmas, Easter, Mother Day etc) • Parental learning events during parent's week • School council events • Educational visits • Residential trips • Sports day and other sports competitions • Special visitors in school • Displays of school values • Monthly values lesson from a parent governor 	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> • Religious and non-religious educational visits • Christmas performances • Special visitors in school • Trips to museums and galleries • Creative curriculum - topic, RE, music and art • Displays of school values • Theme days to celebrate cultural days from around the world

Inclusion:

SMSC is imbedded into our curriculum and whole school ethos in a way that enable each child to access and engage with it, regardless of ethnic group, age, disability, SEN and gender. SMSC teaching is accessible, challenging and engaging for all learners to ensure that all pupils get the opportunity to enhance their spiritual, moral, cultural and social experiences.

Impact

Assessment and Feedback

Children's knowledge and understanding in all aspects of SMSC is assessed through whole class discussions and one to one discussions with pupils in lessons across the curriculum. Some aspects of SMSC, that are explicitly linked to topics, will also be assessed in line with the specific subject that it links to. As a school, we use Seesaw to evidence the SMSC development of our pupils and this also allows us to identify any potential gaps in learning for specific groups. We then utilise assemblies and other whole school theme days to address these gaps ensuring that all pupils receive a breadth of SMSC knowledge over the year.