



Sheep Dip Lane
PRIMARY SCHOOL

SMSC Policy

November 2019

Status	Statutory
Governing Body Committee	School Improvement Committee (SIC)
Responsible Persons	Mrs A Parkhurst Deputy Headteacher
Date the policy was agreed	November 2018, reviewed 2019
Review date	November 2021

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Mrs F Parish
Head Teacher



Sheep Dip Lane Primary School: SMSC Policy Reviewed: November 2019

Curriculum Intent

Ethos and Values

At Sheep Dip Lane Primary School the curriculum has been designed to:

Recognise and build on children's prior learning, provide first hand experiences, allow children to develop the skills, knowledge and values they need to embrace the opportunities and challenges they face; to enable them to be create the future World they want to live in.

Recognise every child as a unique individual, celebrate and welcome differences within our community.

Develop with children their ability to learn, underpinned by the teaching of basic skills, knowledge, concepts and values.

Bring learning to life through real life contexts and experiences with provision that uses enhancement opportunities to engage learners.

Enable children to feel safe and happy, have opportunities to enquire, explore and investigate in order to be highly motivated and develop a love for learning.

Use learning pedagogy that promotes positive attitudes towards learning.

It is our vision that we thrive together and are part of a great close knit community. Our curriculum enables us to celebrate local traditions and play an active role in respecting and supporting each other through community events so that children leave Sheep Dip as active citizens who can make appropriate decisions, evaluate situations and have the characteristics to make meaningful contributions to the society in which we all live in.

At Sheep Dip Primary School we recognise the challenges our learners often face, which makes it essential that we our enabling the children we serve to proactively change the world through learning. We understand that employers are calling for education to expand its focus beyond the tradition cognitive domain. Our school curriculum must emphasise **teamwork, resilience, creativity, self-motivation** and **mindset**. Children will need to develop skills that are not yet considered crucial to current jobs today – such as **persuasion, emotional intelligence and teaching others**. In essence technical skills will need to be supplemented with strong social and collaborative skills.

At the heart of our design for learning, is the need to ensure our children see themselves as citizens of the world, members who contribute to local, national and global issues which may impact on their lives. We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world.

This policy should be read in conjunction with the following school policies/ documents:

- Fundamental British Values
- Behaviour (Positive Relationships)
- R.E.
- Ant bullying
- Equality objectives
- Curriculum policies

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 socio-economic 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

Guidelines

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To enable pupils to understand the importance of respect and leave school fully prepared for life in modern Britain.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- 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.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Gain knowledge of Britain's democratic parliamentary system.

Teaching, Planning and Organisation

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. 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 PSHCE, RE and Circle Time activities.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.

- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the head teacher and subject leaders.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP/SIP.

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.

Review

Compiled by: A Parkhurst, November 2018

Signed Head Teacher: F Parish

Signed: Chair of Governors: D Wright

Reviewed by S Ogle Date: November 2019

Governors have agreed that it be reviewed on a 3 yearly basis

To be reviewed: November 2021