



Quality of the Curriculum

Policy Statement "Parents, teachers, government, inspectors and children all agree that school is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in RE and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum." (SMSC Online, 2014)

"Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs." (Advice for maintained school November 2014)

"How well the school promotes all pupils' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community as shown by pupils:

- being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- developing and applying an understanding of right and wrong in their school life and life outside school
- taking part in a range of activities requiring social skills
- developing awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- overcoming barriers to their learning
- responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature
- developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life." (Ofsted, 2012)

1. Introduction

1.1 At Wolverham we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide 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 and an appreciation of the diversity and richness of their cultures.

1.2 The National curriculum has two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

1.3 These two aims reinforce each other. SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.4 British values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of a range of faiths will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to differing views.

1.5 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children 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.

1.6 Children should understand the need for rules and the need to abide by rules for the good of everyone. All adults will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.

1.7 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 the teacher's planning and learning resources.

2. Aims of S.M.S.C.

2.1 To ensure that everyone connected with the school is aware of our values and principles.

2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.3 To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

2.4 To ensure that children know what is expected of them and why.

2.5 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.6 To enable children to develop an understanding of their individual and group identity.

2.7 To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

2.8 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

3. Learning and Teaching

3.1 Spiritual Development – As a school we aim to provide learning opportunities that will enable children 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.

3.2 Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- Recognise the challenge of religious teaching particularly that of Jesus.
- 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

3.3 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
- Begin to understand the need for social justice and a concern for the disadvantaged.

3.4 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 influence individuals and society.
- Recognise Christianity as a worldwide faith.
- Develop an understanding of their social and cultural environment.

3.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to reflect on their lives.

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

3.7 Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

3.8 Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Taking responsibility e.g. monitors, buddies, play leaders peer mentors etc

- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying the contributions to society that certain famous people have made

3.9 British Values

The DfE have recently highlighted the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At Wolverham Primary School these values are reinforced regularly and in the following ways:

Democracy: Children are taught about democracy from an early age at Wolverham. Pupils have the opportunity to have their voices heard through our School Council and Pupil Questionnaires and surveys. Each year, classes decide through an election who will represent them on the school council and meetings are held throughout the year. In 2015, the school held a mock election to coincide with the general election where pupils from year 6 presented their manifestos and ideas to the rest of the school. Staff and pupils then took part in a hustings. This was followed by a vote, and the results were announced by the independent adjudicator in an assembly.

The Rule of Law: The importance of Laws, whether they be those that govern individual classes, our school, or the country, are reinforced throughout the day in school and children have an input into the school’s behaviour policy. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We have a close relationship with the local PCSO who is a visible presence in our school community. The School’s Rules are displayed in every classroom across the school and are understood by all adults and children.

Individual Liberty: Within school, pupils are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment. At Wolverham, we educate and provide boundaries for pupils to make choices safely, through of provision of a safe environment. Pupils are encouraged to know, understand and exercise their rights and we teach children how to exercise these safely, for example through our Online Safety and PSHE/Citizenship lessons. In all aspects of the children’s learning, they are given the freedom to make choices.

Mutual Respect: Our school mission, that was devised by all stakeholders in the school community, is that ‘we value the potential and contribution of all’ and this is evident through all areas of our curriculum and school environment. Wolverham revolves around core values such as respect and pupils have been part of discussions and assemblies related to what this means and how it is shown. The school ethos and aims promote respect for others and this is reiterated through our School Rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs: This is achieved through developing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE/Citizenship as well as the annual anti-bullying week work in November. The children learn about the main faiths through following the CWAC scheme of work in Religious Education (see website for details). Children are encouraged to learn about other religions and cultures through all areas of the curriculum such as

history where we focus on beliefs of different civilisations. SMSC is actively reflected in all areas of school life and can recently be evidenced by our work around diversity within families.

British Values are a focus in whole school assemblies and children in all year groups complete follow up work in the classrooms which they then share in a later assembly. Displays in classes and also in corridors show the importance of British Values at Wolverham.

4. Monitoring and Evaluation Provision

This is achieved by:

- Monitoring of teaching and learning and work scrutiny by RE and PSHE co-ordinators
- Monitoring of books
- Regular discussions at staff meetings
- Audit of policies
- Action plans
- Sharing of classroom work and practice

6. Inclusion

SMSC and British Values is part of our whole school curriculum (with a wide range of cross curricular links). All children access this curriculum at Wolverham at a level suitable for their age and ability.

7. Role of the subject Leader

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC and British Values will offer advice and support to all staff and also ensure a base of evidence is collated.

This policy was written by: Kara Clements October 2016

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