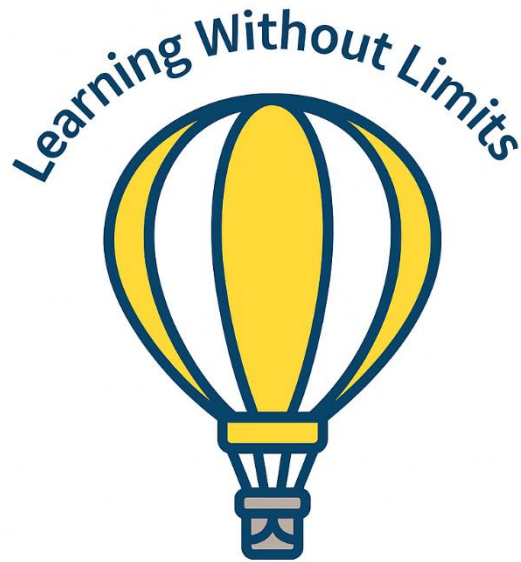


Dean Field School

SMSC Policy



Dean Field
Community Primary School

PERSONAL DEVELOPMENT



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
U Hussain	July 2021	July 2022
U Hussain	July 2022	July 2023
U Hussain	July 2023	July 2024
U Hussain	July 2024	July 2025
U Hussain	July 2025	July 2026
L Brambani	July 2026	July 2027

Intent

At Dean Field Community Primary School, we recognise that pupils' spiritual, moral, social and cultural (SMSC) development is an integral part of their personal development and their ability to learn, achieve and flourish. Our school values and ethos underpin our approach to SMSC, which is woven throughout the curriculum and wider life of the school. We provide meaningful opportunities for pupils to explore beliefs and values, develop positive relationships, understand right and wrong, appreciate diversity and engage with the wider world. Through this, we aim to prepare pupils for life in modern Britain.

Our behaviour expectations, school values, Rights Respecting approach and wider personal development provision support pupils to develop respect, responsibility and positive attitudes towards themselves and others. Pupils are encouraged to understand the consequences of their actions, contribute positively to school life and show respect for the rights, beliefs and experiences of others.

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, SMSC development is embedded throughout our curriculum, school ethos and wider personal development offer. Curriculum planning identifies meaningful opportunities for pupils to develop spiritually, morally, socially and culturally across different subjects. These opportunities are complemented by assemblies, PSHE and RSE, Religious Education, educational visits, visitors, enrichment opportunities, Forest School, pupil leadership, charitable activities and engagement with the local and wider community.

SMSC opportunities are planned to be meaningful and appropriate to pupils' age and stage of development. Pupils are encouraged to reflect upon and discuss beliefs, feelings and experiences; explore social and moral issues; develop an understanding of their own and others' identities; appreciate different cultures, religions and worldviews; and develop a sense of social responsibility. Opportunities to promote British Values and UNICEF Rights Respecting principles are woven throughout our curriculum and wider school life.

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:

<u>Spiritual:</u> • Whole school assemblies • RE teaching • Strong school values • PSHE/ Jigsaw teaching • Working walls • Creative curriculum • Residential trips • Gold Book assembly • Values assemblies • Visits to place of worship • Museum/gallery visits • Self-assessment/peer assessment	<u>Moral:</u> • Rights Respecting School Council • School council elections • Year 6 prefects • Head boy/girl, deputy head boy/girl • Consistent use of our positive behaviour system • House point teams • Clear and effective behavioural policy • Charity fundraising • Strong 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
<u>Social:</u> • Family learning events throughout the year (linked to Christmas, Easter, Mother Day etc) • Parental learning events during parent's half term • Half termly Stay and Read sessions • School council events • Educational visits • Residential trips • Sports day and other sports competitions • The arts events – young voices and voices together. • Special visitors in school • Displays of school values • Monthly values lesson from Pastor Doug	<u>Cultural:</u> • 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

• Cross trust events – sports matches, end of year concerts and other year group collaborative events.	
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British Values

Through our SMSC provision, we actively promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils are provided with age-appropriate opportunities to understand these values through the curriculum, assemblies, PSHE and RSE, RE, pupil leadership, school council, Rights Respecting work and the wider life of the school. Pupils learn to respect the rights of others, understand how rules and laws support communities, express their views respectfully and appreciate the diversity of modern Britain.

SMSC is embedded throughout our curriculum, whole-school ethos and wider personal development provision in a way that enables every pupil to participate and engage. We are committed to ensuring that opportunities are accessible to all pupils, including those with SEND, disadvantaged pupils and pupils with English as an additional language. Reasonable adjustments, adaptive teaching and appropriate support are used where required so that all pupils can benefit from opportunities to develop spiritually, morally, socially and culturally.

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.