

## SMSC Rationale

At Shirley Manor Primary Academy, we recognise that Spiritual, Moral, Social and Cultural development (SMSC) is central to the education of all children and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Children learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Children are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the children to make comparisons and develop knowledge of lifestyles and choices of others.

## Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Children are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

### Spiritual

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism, Buddhism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Children are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of Spring on a Geography trip, having visitors from the European Space Agency for Science work on the Earth and beyond.

### **Moral**

- There is an agreed Dojo reward system in place so that all children can Always time for good behaviour as well as academic achievement. Merit awards are handed out at weekly special assemblies so that everyone shares in the success.
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- Behaviour plans are agreed and implemented with the help of the behaviour team.
- The PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.

### **Social**

- There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Children play together in group games and imaginative play on their own and with adults.
- Circle times feature in all classes promoting turn taking and social interaction.
- The PSHE Go Givers scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Children learn to be effective communicators including the use of symbols, photos, and technology.
- Educational visits within the community, including swimming and Judy Woods.

### **Cultural**

- There are regular celebrations of religious festivals over the year including harvest, Divali, Christmas, Easter, Eid, Chinese New Year.
- Geography and RE have units on other cultures and religions.
- English includes units on stories from other cultures.
- All children are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

### **Where you can find SMSC in Shirley Manor Primary Academy**

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council)
- Special days (fundraising, cultural experiences and immersion days)

### **British Values**

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our children.

The curriculum in all phases offers broad and balanced opportunities.

Although some of our children may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a child our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the children at Shirley Manor Primary Academy are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.