



Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Introduction:

At King George V Primary School, the promotion of pupils' spiritual, moral, social and cultural education is considered to be a whole school issue. Spiritual, moral, social and cultural development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. This document supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

Spiritual, moral, social and cultural development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain.

Defining SMSC:

Spiritual Development:

Spiritual development is the development of the non-material element of a human being, which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the tangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.



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Moral Development:

Moral development is about the building by pupils, of a framework of moral values, which regulates their personal behaviour. It is about the development of a pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

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 the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development:

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

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 about to resolve conflicts effectively.



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- Interest in, and understanding of, the way communities and societies function at a variety of levels.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development:

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with our effort to value cultural diversity and prevent racism.

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.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.



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Our Aims:

At King George V Primary School, we aim:

- To promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate that the rule of law is essential for well-being and safety.
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and to respect and support participation in the democratic process.
- To promote respect and consideration for differences in gender, race and religion.
- To help each pupil achieve their full potential across all areas of the curriculum.
- To develop the individual strengths of all pupils and to help and provide support in areas for development.
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills.
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast-changing society.
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum.
- To develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are contrary to British values.
- To help pupils understand the world in which they live.
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence.
- To promote good relationships between home, school and the local and wider communities.



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Provision:

As a school, we aim to deliver an education that will give our children the skills, knowledge and understanding that enables them to work towards their full development in each of these areas.

In order to do this we strive to ensure:

- That everyone connected with the school is aware of our values and principles.
- That all adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.
- There is a consistent approach to the delivery of S.M.S.C. education through the curriculum and the general life of the school.
- That a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That a range of learning and teaching styles are used.
- That all children have an equal opportunity to access the provision for S.M.S.C. education.

There are key opportunities in our school for S.M.S.C education and these include:

- A planned Religious Education curriculum.
- Assemblies following planned themes that explore important values, aspects of our heritage and other cultures (e.g. festival days, the patron saints and national celebrations).
- School Parliament elections and meetings.
- Class Agreements.
- A Behaviour Policy agreed by staff and children.
- Themed Education Weeks.
- Assessment for Learning including the use of Learning Partners.
- Class monitor systems.
- Sports Club Ambassadors.



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- After-school clubs led by staff and outside agencies.
- Planned work in other curriculum areas.

There are also lots of other experiences we offer to the children at our school where opportunities arise.

These include:

- Meeting with people in different social contexts.
- Participation in a variety of different educational visits.
- Studying literature and art from different cultures.
- Visits from experts.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Participation in activities with pupils from other schools, organised by other schools.
- Displays, flipcharts and other resources reflect diversity.
- Learning about contributions to society that certain famous people have made.
- Moments of awe and wonder.
- Links with the local church and other schools are fostered.

Evaluating Our SMSC Provision:

We have used the Ofsted SMSC descriptors (2014) to record our SMSC coverage and accurately evaluate our current provision enabling us to identify next steps to continue to drive improvement.



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Children's spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

At King George V Primary School, we provide:

- Opportunity and time for thinking and reflection using structured opportunities for children to listen and talk to one another which supports their language development.
- An environment in which children and adults feel that they can make mistakes and learn from these.
- A curriculum which promotes individuals inquisitiveness, allowing children to ask questions and lead their own learning.
- Opportunity for children to share their work with a wider audience, for example inviting parents in.
- Opportunity for exploration of values and beliefs across the whole curriculum.
- An environment which provides opportunity for children to explore the physical environment in its natural state, as well as experience moments of awe and wonder.
- A climate within which all pupils can grow and flourish, respect others and be respected.
- Encouraging pupils to reflect and learn from reflection.
- Encouraging pupils to explore and develop what animates themselves and others.
- Reflective physical places where pupils and staff can stop, reflect and recharge.
- Opportunities for pupils to ask big questions and teachers are confident to facilitate this.
- A sense of belonging through relationships with the wider school community.
- Ongoing R.E. subject management to track coverage and opportunity.
- Promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns and encourage pupils to relate their learning to a wider frame of reference by asking 'why?', 'how?' and 'where?' as well as 'what?'.



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- Pupil voice carried out termly.
- A wide variety of high-quality children's work displayed around school as part of engaging and stimulating displays.

How is it evidenced?

- Multi-faith R.E. curriculum.
- Whole school assemblies and school values.
- Outdoor learning.
- Residential visits.
- SEAL.
- Nurture groups.
- Faith leader visits.
- Weekly singing assemblies.
- Opportunities for pupils to reflect on their experiences.
- Visits to places of worship.

Impact on pupils

- Pupils start to show empathy, start to relax and show ability to reflect on their own and others' achievements.
- Pupils develop attitudes, values and principles.
- There is an increased ability for pupils to empathise with others and see beyond the self.
- Pupils have a first-hand experience of places of religious worship.
- Pupils have and show respect for themselves and others.
- An awareness and understanding of their own and others' beliefs.

We say we are successful because...

- ✓ Our children show empathy, concern and compassion for others.
- ✓ Our children have clear values, principles and beliefs.
- ✓ Our children show an awareness of their own and others' beliefs.



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- ✓ Our children are able to defend their own beliefs and challenge those who attempt to constrain this.
- ✓ Our children show that they are creative and imaginative within their learning.
- ✓ Our children show that they appreciate more than the tangible.
- ✓ Our children feel comfortable expressing their views and opinions to school staff.

Potential next steps...

- Provide a wider range of opportunities for children to develop critical thinking skills and ability to question across the curriculum.
- Schedule a wider range of opportunities for children to share their work with a wider audience.
- Ensure that R.E. is taught weekly to a high standard in every class in accordance with the Whole School R.E. Overview document to ensure that values and beliefs are explored routinely.



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Children's 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 the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

At King George V Primary School, we provide:

- A clear moral code as a basic for behaviour which is promoted consistently through all aspects of the school.
- Opportunities for opening up the big questions concerning morality and ethical issues throughout the curriculum.
- Role models who are fair, respectful and keep promises.
- An environment which is open and safe and that promotes opportunity for children to practice moral decision-making.
- Opportunities for children to gain responsibilities that encourage respect of property and the environment.
- A curriculum which offers clear illustrations of right and wrong and that allows children to see the consequence of being kind and fair.
- A culture rich in praise and thanksgiving.
- A setting where relationships and interactions are modelled by adults.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity and right and wrong.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- An environment in which pupils are encouraged to take responsibility for their actions - for example, respect for property, care of the environment and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.
- A clear and consistent behaviour policy including the traffic light system which is used routinely in all classes.
- Daily assemblies exploring a range of moral issues within the local community and beyond.
- A weekly whole-school celebration assembly.



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- A class charter displayed in each classroom outlining pupils' rights and responsibilities.
- Use of debates in English and the wider curriculum to develop pupils' speaking and listening skills.
- Class time learning about local and national politics (e.g. the General Election and European Referendum).
- Government is taught as part of democracy in both Key Stage One and Key Stage Two as part of our Modern British Values coverage.

How is it evidenced?

- R.E. curriculum.
- Age-appropriate responsibilities.
- Anti-Bullying Week.
- Whole school assemblies and school values.
- Pupil voice.
- Classroom monitors.
- School Parliament.
- Positive behaviour plans.
- Charity appeals.
- PSHE curriculum.
- After-school clubs.
- School behaviour policy.
- Classroom rules.
- Rewarding expressions of moral insights and good behaviour (e.g.: postcard home, star of the week, sending to the Head Teacher).
- Personal behaviour targets.
- Nurture groups with a strong emphasis on social and moral development.



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Impact on pupils

- Pupils have more confidence in themselves and in their community.
- Pupils are able to give reasons for things being right and wrong.
- There is almost no fighting in school and a positive atmosphere pervades.
- Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.
- Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.
- Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.

We say we are successful because...

- ✓ Our children can distinguish between what is right and wrong.
- ✓ Our children act consistently in regards to what is right and wrong.
- ✓ Our children are able to investigate and offer reasoned views about moral and ethical issues.
- ✓ Our children are able to identify the consequences of their actions.
- ✓ Our children are able to take responsibility for their behaviour.
- ✓ Our children are able to critically discuss issues in the wider community and global issues using their understanding of right and wrong.

Potential next steps...

- Explore a wider range of resources, including books, short stories and real-life stories, which are models of moral virtue, which can be shared in class and during whole school assemblies.
- Plan for a wider range of opportunities to enable pupils to debate issues involving morality.
- Ensure the school behaviour policy is implemented consistently by all staff in order to demonstrate rights and responsibilities and the consequences of actions.



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Children's social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with 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.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At King George V Primary School, we provide:

- A sense of community and inclusion which are articulated by all stakeholders.
- An ethos where rights and responsibilities are balanced carefully.
- Partnerships with the community, other schools and other countries.
- An environment in which everyone is able to flourish, regardless of their background.
- Opportunities to help pupils develop personal qualities which are valued in civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.
- Pastoral support by all members of the school staff and the SEMH team.
- A sense of community with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- British Values embedded within the PSHE curriculum.
- Opportunities to celebrate team activities and individual success.
- Opportunities for the world of work to be linked to our curriculum.
- Time for children to negotiate and construct their learning with others.
- A clear understanding of the place of the school within the local and wider community.



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- Opportunities for pupils to engage in the democratic process.
- Acts of service towards others within and beyond school.
- Community links with high schools to make use of learning in different settings and with different groups of children.
- Annual residential visits for Upper Key Stage Two enabling children to mix with children from a range of backgrounds.
- Annual elections for School Parliament members who represent the views of their class in regular meetings with staff.

How is it evidenced?

- School Parliament.
- After-school clubs, such as French, dance, gymnastics etc.
- Lunchtime clubs and activities.
- School visits.
- SEAL.
- Learning support nurture groups.
- Transition visits.
- Charity support (e.g. 'Children in Need' and 'Comic Relief').
- Pupil voice.
- Extending community links.
- Peer support.
- Residential visits.
- Modern British values displays in classrooms and the school hall.
- Lower Phase and Upper Phase annual productions.
- Enterprise projects in each class (cross-curricular)
- Involvement in community events
- Collaborative/project work.
- Evidence of teamwork and discussion in lesson activities.



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- School productions.
- Year 6 WBA Ambassadors
- Sports days.
- Public speaking opportunities.

Impact on pupils

- Pupils are able to socialise with a wide range of people and pupils.
- We receive positive comments from the community when we go on trips and when we receive visitors.
- Pupils build relationships and friendships.
- Close-knit school community.
- Widening of pupil horizons.
- Pupils feel they have a say in their school.
- Pupils exercise responsibility.

We say we are successful because...

- ✓ Our children work and socialise together regardless of different religious, ethnic and socio-economic backgrounds.
- ✓ Our children are able to work together successfully.
- ✓ Our children exercise responsibility.
- ✓ Our children accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- ✓ Our children are able to demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- ✓ Our children show respect for the environment, people, living things and property.
- ✓ Our children are able to identify other peoples as well as their own, personal skills and how these can be used to be successful within a group situation.
- ✓ Our children are able to adjust to a range of social contexts.



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Potential next steps...

- Explore opportunities for pupils to work alongside other children from a wide range of cultural and socio-economic backgrounds to develop understanding and mutual respect.
- Use whole school assemblies and class assemblies to explore key social values, including thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.
- Encourage all class teachers to make real-life links where possible across the curriculum to provide a context for learning.



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Children's 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 the attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

At King George V Primary School, we provide:

- A curriculum in which children are encouraged to think about their own cultural values.
- Opportunities that allow for children to address discrimination.
- Opportunities for children to reflect on gifts and talents and to nurture these.
- Experiences that involve participation in literature, drama, music, art, crafts and other cultural events, encouraging pupils to reflect on their significance.
- Experiences that allow children to extend their own cultural awareness (e.g. diversity week).
- A curriculum which allows children to explore success, inspiration and aspiration in other cultures as well as their own.
- Opportunities for pupils to explore their own cultural heritage by visiting a range of places of worship.
- Displays in each classroom which celebrate the cultural diversity within each class.
- Authentic accounts of the attitudes, values and traditions of diverse cultures.
- Opportunities to address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.



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- High quality teaching in history lessons.
- Use of a wide range of texts to support learning in English.
- Democracy is taught within PSHE lessons and is embedded within the curriculum.
- A range of visits and trips (e.g.: Singers Hill Synagogue, St Philips Church and the Gudwara).
- Regular use of publications, such as 'First News', to support learning in the curriculum.
- Making 'use' of parents of strong heritage to give first-hand accounts of culture, events, practices and history both local and further afield.
- Democratic traditions embedded within classroom practice (majority voting, debating, discussion, elections etc.)
- Annual elections to the school Parliament broadly reflect the democratic process of Westminster.
- Using relevant local and national events to inspire teaching (e.g. World War II and the European Referendum).
- Forward planning to include Black History Month and Fairtrade Fortnight etc.
- A range of regular high-quality outdoor learning opportunities.
- Keyboard lessons delivered by Sandwell Music Service (Class Three).
- Annual sports day and regular sports matches for various teams, including football.

How is it evidenced?

- Curriculum opportunities.
- Visits to art galleries (Class Six).
- Visits to the local library.
- Book days/week.
- Visiting authors.
- Musical performances (e.g. Sandwell Music Service Big Band).
- Theatre visits and trips.
- School trips to museums etc.
- Opportunities to take part in school productions/performances.



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- Diversity Week.
- Enrichment activities.
- School's equality policy.
- Anti-Bullying Week.
- Visits from people from different cultures.
- French club after school.
- Weekly MFL lessons in school.
- Sports day.
- Keyboard lessons (Class Three).
- Reading challenges.

Impact on pupils

- Pupils show an awareness of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.
- Pupils have an understanding of a world outside their own.
- Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.
- Pupils experience opportunities for awe and wonder.

We say we are successful because...

- ✓ Our children are able to identify what has shaped their own cultural heritage.
- ✓ Our children show respect and appreciation of cultural diversity.
- ✓ Our children show an awareness of how cultures change and grow.
- ✓ Our children are able to recognise significant words and images in culture and their meanings.
- ✓ Our children are inquisitiveness and have a thirst to learn about cultures different to their own within an atmosphere of mutual respect and genuine interest.
- ✓ Our children enjoy taking part in a wide range of activities, including sports and music, and welcome the opportunity to respond



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creatively across the curriculum.

Potential next steps...

- Explore the possibility of arranging a wider range of experiences for pupils within school, including theatre groups, musical performances and visiting authors.
- Encourage class teachers to identify opportunities for awe and wonder in each of their class themes.
- Ensure key events, such as Black History Month and Fairtrade Fortnight, are discussed in assemblies and children made aware of their significance through the undertaking of class work.

Promoting SMSC Across The Curriculum:

It is an expectation at King George V Primary School that all staff, in all subjects, can and should make a contribution to the spiritual, moral, social and cultural development of pupils through the curriculum and through the use of appropriate teaching and learning strategies, including discussion, reflection, pupil participation and circle time etc.

Spiritual, moral, social and cultural development is truly cross-curricular and is deeply embedded within our curriculum.

The diagram overleaf illustrates how we promote SMSC across the curriculum at King George V Primary School.



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<p>ENGLISH contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Developing confidence and expertise in language, which is an important aspect of individual and social identity; • Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television; • Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film; • Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language. 	<p>SCIENCE contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Encouraging pupils to reflect on the wonder of the natural world; • Awareness of the ways that science and technology can affect society and the environment; • Consideration of the moral dilemmas that can result in scientific developments; • Showing respect for differing opinions, on creation for example; • Co-operation in practical activity; • Raising awareness that scientific developments are the product of many different cultures. 	<p>GEOGRAPHY contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Opportunities for reflection on the creation, earth's origins, future and diversity are given; • Reflection on the fair distribution of the earth's resources and issues surrounding climate change; • Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society. 	<p>ART contributes to SMSC by:</p> <ul style="list-style-type: none"> • Art lessons develop children's aesthetic appreciation • In turn Art evokes feelings of 'awe' and 'wonder'; • Giving pupils the chance to reflect on nature, their environment and surroundings. • Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.
<p>HISTORY makes a contribution to children's SMSC by:</p> <ul style="list-style-type: none"> • Looking at the creation and evolution of British society; • Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism; • Showing an awareness of the moral implications of the actions of historical figures. 	<p>COMPUTING contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; • Making clear the guidelines about the ethical use of the internet; • Acknowledging advances in technology and appreciation for human achievement 	<p>Children's SMSC development is actively promoted through PE by:</p> <ul style="list-style-type: none"> • Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play; • Exploring the sports and traditions of a variety of cultures. • Individual activities that provide the opportunity for self-reflection, awareness and challenge. 	<p>DESIGN & TECHNOLOGY lessons make a particular contribution to children's SMSC development through:</p> <ul style="list-style-type: none"> • Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives; • Awareness of the moral dilemmas created by technological advances; • How different cultures have contributed to technology; • Opportunities to work as a team, recognising others' strengths, sharing equipment.
<p>MATHEMATICS can provide a contribution to children's SMSC by:</p> <ul style="list-style-type: none"> • Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures. 		<p>FRENCH contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Children may gain insights into the way of life, cultural traditions, moral and social developments of other people; • Social Skills are developed through group activities and communications exercises. • Listening skills are improved through oral/aural work. 	



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More detailed information regarding the promotion of SMSC within individual subjects can be found in our subject policies (available on our school website).

Assessment:

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through discussion amongst staff.

Links With The Wider Community:

- Visitors are welcomed into our school.
- Links with the local churches are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly.



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Tracking Our SMSC Provision:

At King George V Primary School, we believe spiritual, moral, social and cultural development is crucial for individual pupils and society as a whole. We believe it is at the heart of what education is all about - helping pupils to grow and develop as people and effective participants in modern Britain. As a result, we believe that a rigorous and robust system of monitoring and tracking is necessary in order to ensure that we are providing the very best SMSC provision.

In September 2016, we will be introducing 'SMSC GridMaker' as a method for tracking and monitoring our SMSC provision. This online system enables class teachers to log activities which provide evidence of our SMSC provision. Activities can include assemblies, class projects, competitions, lessons, performances, sporting events, staff training, theme days and trips. This will not only provide us with a whole school record of our activities but also enable us to closely monitor our SMSC provision, ensuring that we have an accurate and realistic view of our achievements. Crucially, we will also be able to identify gaps and areas for development for individual classes and the school as a whole.

We will monitor the activities logged using 'SMSC GridMaker' each half term, providing constructive feedback to class teachers as part of an ongoing cycle of professional development.

Evidencing The Impact Of Our SMSC Provision:

At King George V Primary School, we use interviews and questionnaires to see the impact on our pupils' development. We also look at their R.E. books which they can use for R.E., PSHE and reflection work. We also give questionnaires to staff about how it impacts on the children's development to give us the whole picture from different points of view.



King George V Primary School



Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Modern British Values:

For more information on how we promote Modern British Values at King George V Primary School, please consult our Modern British Values Policy.

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