

King George V Primary School

Promoting SMSC Across The Curriculum

What is SMSC?

Spiritual Development:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

The spiritual development of pupils 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.

Moral Development:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

The social development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

King George V Primary School

Promoting SMSC Across The Curriculum

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

How will our SMSC provision be judged?

External visitors will judge the effectiveness of our SMSC provision in the following ways:

1. In Lessons:

- The actual subject matter of the curriculum – the areas covered and through schemes of work.
- The nature of the learning which takes place – student-led discussion, debates, effective question and answering.
- The atmosphere and ethos of a lesson – Is there a climate of mutual respect, willingness to have open discussion whilst respecting others, student participation etc.?

2. Whole School:

- The ethos and climate of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their worth and that of others.
- Assessing the impact of the range of opportunities provided for pupils to develop their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching which encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities which develop teamwork, leadership skills and self-reliance.
- Discussions with pupils.

To be graded 'Outstanding' for our SMSC provision, we need to ensure that:

1. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
2. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
3. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

King George V Primary School

Promoting SMSC Across The Curriculum

4. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
5. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

A Starting Point:

The following contains a range of ideas for class teachers on how to incorporate SMSC within lessons and how it can be evidenced. This is just a starting point: all staff are encouraged to share good practice with each other which will be added to this working document to provide a comprehensive bank of ideas for promoting SMSC within our curriculum.

Ideas For Promoting/Evidencing Opportunities For **Spiritual** Development:

- The teaching of weekly high-quality R.E. lessons.
- Whole school assemblies.
- Celebration of a range of religious festivals as a school and in class, including:
 - Eid (Islam) – Around 12th September 2016
 - Yom Kippur (Judaism) – 11th October 2016
 - Diwali (Hinduism) – 30th October 2016
 - Christmas (Christianity) – 25th December 2016
 - Hanukkah (Judaism) – 24th December 2016 – 1st January 2017
 - Easter (Christianity)
 - Vaisakhi (Sikhism) – 13th April 2017
 - Ramadan (Islam) – Beginning 27th May 2017
- Visits to places of worship (ideally one per year).
- Find time throughout the school day for moments of quiet personal reflection.
- Ensure that children show respect for a range of viewpoints different to their own during lessons, encouraging children to question to gain understanding.
- Opportunities for pupils to ask 'big questions'.
- Providing opportunities across the curriculum for pupils to respond creatively and demonstrate their imagination.
- Establishing a classroom climate within which all pupils can grow and flourish, respect others and be respected.

Ideas For Promoting/Evidencing Opportunities For **Moral** Development:

- Discussion of real life moral dilemmas linked to class text, English, R.E. and theme work.
- The teaching of weekly high-quality R.E. lessons – exploring the moral codes of different religions.
- Share and discuss texts with a moral dimension as a class.
- Activities to explore different perspectives (e.g. conscience alley, class debates, taking on the role of characters etc.).
- Ensure that children to show respect for a range of viewpoints different to their own during lessons, encouraging children to question to gain understanding.

King George V Primary School

Promoting SMSC Across The Curriculum

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values (e.g. personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong etc.).
- Reward expressions of moral insights and good behaviour.
- A classroom culture rich in praise and thanksgiving.
- Class time learning about local and national politics (e.g. the General Election and European Referendum).
- Model, through the quality of relationships and interactions, the principles which we wish to promote (e.g. fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution and conflict, keeping promises etc.).
- Encouraging pupils to take responsibility for their actions (e.g. respect for property, care for the environment etc.).
- Following the school behaviour policy consistently in all classes, teaching children the difference between right and wrong, rights and responsibilities and the consequences of actions.
- Agreeing class rules which are clearly displayed in class and referred to in conjunction with the school behaviour policy.
- Challenging inappropriate words and attitudes in class and around school.
- Teaching children about the British tradition of rule of law.

Ideas For Promoting/Evidencing Opportunities For **Social** Development:

- Establishment of School Parliament where opportunities are provided for pupils to engage in the democratic process (e.g. elections).
- Opportunities for team work and discussion in lessons.
- Providing opportunities for children in different classes to work together and for children within classes to work with a range of children.
- Making real-life links wherever possible across the curriculum.
- Provide roles and responsibilities for pupils in class (e.g. classroom monitors) and around school.
- Supporting charity efforts, including 'Children in Need' and 'Comic Relief', discussing the lives of other children locally, nationally and internationally.
- Enterprise projects (cross-curricular)
- Involvement in community events.
- Collaborative and project work.
- A range of enrichment activities provided for pupils (Friday afternoons).
- Opportunities to celebrate team activities and individual success.
- Promoting pupils' development of personal qualities which are valued in civilised society (e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect etc.).
- Peer education activities.
- Ensure that pupils show care and consideration for others (e.g. sharing and turn-taking).
- Exploring the possibilities of twinning with another school in Sandwell with a different socio-economic background to our school.

King George V Primary School

Promoting SMSC Across The Curriculum

- Opportunities for children to present their work and learning to their peers, other classes, parents and the local community (e.g. class assemblies, 'fabulous finishes', end of project work etc.).
- Performances and productions.
- Teaching children to resolve conflicts effectively – evidenced within class and on the playground.
- Teaching children to 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 (in class and in whole school assemblies).
- Offering a wide range of after school activities, including music, sport, arts and crafts.

Ideas For Promoting/Evidencing Opportunities For Cultural Development:

- The teaching of weekly high-quality R.E. lessons.
- Explore the cultural heritage of children within classes.
- Exploring the cultural diversity of West Bromwich and beyond with a focus on mutual respect.
- Opportunities for children to participate in a range of activities, including drama, art, crafts, music and sports.
- Clear displays highlighting the cultural diversity in each class (world map displays).
- Annual diversity week celebrations (End of Spring 1 2017?).
- Celebration of a range of events with cultural significance, including:
 - Black History Month – October 2016
 - Fair Trade Fortnight – 27th February – 12th March
 - International Women's Day – 8th March 2017
 - Refugee Week – June 2017
- Visitors into classes and school – artists, poets, authors, musicians, bands, theatre groups etc.
- Visits to places of worship (one per year ideally).
- Exploring the possibilities of twinning with another school on a different continent.
- Teaching children about the British tradition of democracy.
- Addressing discrimination on the grounds of race, religion and gender within class and around school.