

Spiritual, Moral, Social and Cultural (SMSC) Curriculum statement

Updated September 2017

At Wootton Primary School we recognise that the personal development of children - spiritually, morally, socially and culturally (SMSC) - plays a significant role in their ability to learn, achieve and be happy individuals. We therefore aim to provide an education that provides children with opportunities to explore and develop:

their own values and beliefs;

their own spiritual awareness;

their own high standards of personal behaviour;

their critical thinking skills

a positive, caring and respectful attitude towards other people;

an understanding of their social and cultural traditions; and

an appreciation of the diversity and richness of their cultures.

We offer a constantly developing broad curriculum which provides children with opportunities in these four areas in the following ways:

SPIRITUAL DEVELOPMENT: This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values. Through our 'BIG Think!' programme, assemblies and R.E. planning, pupils are given the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. Pupils are encouraged to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful. Our Young Leaders also play an integral part of developing an equal approach to playtimes, encouraging children to share across all age groups and Key stages. Through local visits, visits to the mainland and our use of school grounds, pupils have the opportunity to appreciate the beauty and wonder of the natural environment.

Teachers and support staff ensure that children have opportunities by promoting teaching styles that:

Value pupil questions and give them space for their own thoughts, ideas and concerns.

Allow children to take ownership of and lead their learning through a P4C (philosophy for children) approach

Enable pupils to make connections between aspects of their learning.

Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.

Encourage pupils to be respectful of the views and beliefs of others, both within school and in the community

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:

Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school –

Our 'Good to be Green' behaviour policy; Bill of Rights and School Rules, our School Values and an ethos that everyone has a right to learn and to feel safe and respected.

Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN, (Inclusion policy, Equal Opportunities policy, SEN policies).

Promoting racial, religious and other forms of equality and tolerance (Racial, Inclusion, Equal Opportunities, and SEN policies).

Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (Big Think; RE; History; English; Assembly; School Council and regular visits from key professionals within our community).

Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (Circle time sessions, Big Think, School Council; Drama; debating; Safeguarding policy & practice).

Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; House Points).

Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for others, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (whole school charity events; local community events; Celebration Assemblies; Assembly themes, Golden Ticket).

Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals and bespoke RE days.)

Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour/behaviour for learning (Behaviour Policy; Assembly themes).

Providing models of moral standards through the curriculum (English; History; RE; Big Think; Assemblies).

Reinforcing the school's values through the use of posters, displays etc. (School Values, school rules/bill of rights, Good to be Green).

SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society and become informed citizens of the future. This is supported by:

Ensuring that we foster a sense of belonging within our school community with common, inclusive values (Assembly; Home-School Agreement, PTA events including Christmas & Summer fairs; supporting local charities; partnership with our local churches.)

Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN,

Promoting racial, religious and other forms of equality (Racial & Equal Opportunities policies).

Encouraging children to work co-operatively (Big Think, School Council, Young Leaders, House system; mixed year group Big Think events, Year 6 roles and responsibilities).

Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (Links with Wotton community, assemblies, and other community events).

Providing support for the whole family. (Family Liaison Officer/ELSA)

Providing opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues).

Providing children with opportunities to exercise leadership and responsibility (Council Leaders, Class monitors; Sports Ambassadors, Year 6 roles and responsibilities).

CULTURAL DEVELOPMENT: refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:

Providing children with opportunities to explore their own cultural assumptions and values.

Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; English; Library; Assembly; Art; Dance; Music; celebrating festivals and drawing on diverse parent cultural backgrounds)

Recognising and nurturing particular passions and talents (Local Events with other schools, Celebration assemblies, Extra-curricular opportunities; music tuition programme, dance).

Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Drama, music and dance groups, links with community).

Reinforcing the school's cultural values through displays and photographs and within the curriculum.