

SMSC - Spiritual, Moral, Social and Cultural

At Yohden Primary School, we aim to prepare our children for a future with aspirations and a range of possibilities. We offer a bespoke curriculum to be inclusive to all and to broaden links with our community. We wish for our pupils to gain values of respect and gain the confidence to be resilient, happy individuals that will make a difference.

At Yohden Primary, we expect our pupils to follow our keys to success:

- Resilient
- Kind
- Independent
- Respectful
- Ambitious
- Positive

What is SMSC?

It is the Spiritual, Moral, Social and Cultural development of the pupils in our school. This is not a separate subject that is taught explicitly but an aspect of learning that is present in lessons and behaviour in school. Some lessons lend themselves more easily to direct SMSC development such as PSHE and RE.

We also aim to develop SMSC through whole school assemblies, behaviour expectations and our attitudes in school.

Ofsted have provided definitions which are below.

Spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities
- 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, musical, 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How do we ensure there are opportunities for SMSC development?

Here at Yohden Primary, we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We aim to provide an education that provides children with a range of opportunities through:

- Whole school assemblies
- Keys to success
- British Values
- Broad and balanced curriculum
- Access to educational visits and trips
- Access to after school clubs
- Pupil voice e.g school ambassador
- Opal play
- Zones of Regulation

Our opportunities for SMSC development are continuously changing and evolving based on the needs of our pupils.

Below are some examples of how we ensure children have this opportunity in school, but it is part of the ethos and vision of our school.

Spiritual development

We encourage spiritual development during RE lessons, worship and by welcoming and accepting the spiritual beliefs of others within our school community.

In addition to this, pupils consider the importance of other religions practices – the importance of these beliefs to the believers and what we can learn from these celebrations and beliefs.

We give pupils opportunities to reflect spiritually on their own beliefs and those of their peers, these are sometimes written as part of RE or discussed.

In a range of lessons, pupils have been given experiences which have tried to instill a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Pupils are given experiences through visits and school trips to museums and religious places of worship.

Moral Development

We develop moral understanding through our behaviour expectations which are discussed in whole school assemblies. These are linked to our keys of success and each half term we focus on a specific key.

Also, headteacher awards are chosen linked to pupils applying keys to success. These are displayed in the school hall to celebrate achievements.

At the beginning of the academic year, all year groups discuss and create a set of Class Expectations that they agree to follow, this helps them consider how they are expected to behave and understand boundaries.

Our PSHE Curriculum allows pupils to reflect on expectations. It has developed children's understanding of equality and diversity and what makes them unique, to recognise the differences between bullying and falling out. It is important that children take the initiative and act following expectations with consideration for others; distinguish between right and wrong and make informed and independent judgements.

We have trained the Year 5 pupils to be peer mentors and support other pupils at playtimes. In What's in the News assemblies pupils discuss national and global issues and offer reasoned views about moral and ethical issues, giving their opinion in a respectful way.

Social Development

We have a wide variety of opportunities for social development in school including: PSHE lessons; peer mentors/play leads with older children supporting the play of younger children; Social skills intervention groups as well as nurture group, a consistent behaviour policy with clear consequences and rewards.

We ensure all pupils have a voice through school ambassadors who have applied for the role who meet to discuss changes in school and clubs, organise events e.g Halloween disco and make an assembly for anti-bullying week.

We develop an understanding of their individual and group identity, learning about the wider community.

Pupils have supported their community in a cookery club by donating food to a local soup kitchen.

In What's in the new assemblies children have discussed topical issues such as the Sycamore Gap, where children have debated whether this is right and wrong and related it to other trees being chopped down.

Pupils learn about fundamental British values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs is being developed by children discussing what each of these terms means (in child speak), their understanding of what this looks like in Modern Britain and how they can demonstrate these skills and attitudes to contribute positively.

In the autumn term, pupils focus on each British Value in assembly time and at the end of term can make a new British Values poster that will be displayed in school. This will be voted for by school ambassadors.

Cultural Development

The Cultural Development of our pupils is encouraged and supported in RE lessons, assemblies and visits to St. Mary's with Father McNeil, understanding different cultures, welcoming and accepting the cultural beliefs of everyone in our school community and themed weeks (for example black history month where Year 1 have learned about Mae Jemison, the first African-American woman in space).

Pupils have visited places of worship such as a Hindu Temple and Durham Cathedral.

Pupils across the school have participated in musical and sporting opportunities e.g Cross Country and Yohden Fest.

Several classes participated in sessions with the Police and Fire Service learning about anti-social behaviour which resulted in delivering an assembly to inform other pupils what they had learned as well as a leaflet drop and litter pick.

Within the development of British Values, pupils gain knowledge of Britain's democratic parliamentary system, with Year 6 visiting the Houses of Parliament when they visit London in the Summer Term.