

# **SMSC Statement**

## **New End School**

**Reviewed :**           **Spring Term 2018**

**Review date :**       **Spring Term 2019**

### **Rationale**

At New End Primary, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils 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 of pupils is concerned with the exploration and development of feelings and emotions; their personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Moral development of pupils relates particularly to developing knowledge and understanding of right and wrong. Pupils 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 of pupils 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. Pupils 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 are also developed.

Cultural development of pupils is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils 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. Pupils 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:

### **Social**

- Circle times in classes promote turn taking and social interaction.
- We maintain a level of staffing at mealtimes and in the playgrounds to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- The PSHE scheme of work contains units on health and wellbeing, relationships, and living in the wider world.
- Educational visits within the community.

### **Moral**

- There is an agreed reward system in place so that all children can earn house points for good behavior, as well as academic achievement. Certificates and playtime rewards 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 support from outside agencies, such as the Primary Learning Support Service.
- 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.

### **Spiritual**

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism 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.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise; e.g. looking at beautiful objects in class or assembly, looking for signs of Spring on a Geography trip, visiting a planetarium in Science work on the Earth and beyond.

### **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 pupils 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 New End Primary School**

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 (see separate statement)**

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 pupils.