

SMSC

What are the aims and purpose of this subject?

We ensure SMSC development is threaded through our curriculum, giving children opportunities to both develop academically and within their personal development and growth. At Oswald Road, our vision is for children to leave our school as young people who are: Happy, respectful, inspired to learn, independent, aspirational, creative, self-confident, resilient, compassionate and well-rounded. We believe that our approach to SMSC supports this vision whole-heartedly, supporting our children to become successful members of their local community, but also understanding their role as a national and global citizen.

We aim to ensure our pupils have the chance to be inspired and to have an understanding of all aspects of SMSC and British Values. We therefore aim to provide an education that provides pupils with opportunities to explore and develop via the curriculum and also wider opportunities. Within these, our aim is for the children have many chances to discuss and reflect. We aim to seize opportunities for children to explore issues. We also aim to ensure our curriculum is set within a meaningful context and is mapped to ensure a focus on a wide range of ethnic groups. We aim to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults, who have an understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

We aim to develop pupils' character that informs their motivation and guides their conduct so that they reflect thoughtfully, learn keenly, behave with integrity and cooperate well with others. We also aim to build pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

We aim to promote an equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. We also aim to promote an inclusive environment that meets the needs of all pupils.

We aim to ensure all our SEND children access SMSC content at an appropriate pitch (both for challenge and support) and have full access to the curriculum. This means they access SMSC throughout the curriculum and wider opportunities. We are aspirational for all children.

What are the requirements for this subject?

Our understanding of SMSC is the following:

The 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 in common 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

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

How is this subject's curriculum organised?

SMSC is delivered throughout the curriculum and school life. It is our intention that SMSC is threaded across the curriculum and that teachers seize opportunities for SMSC within their lessons and via the curriculum plans they follow.

Lessons and experiences are meaningful, interesting, and promote personal development and achievement for all our children. The curriculum also provides children with various opportunities to increase their cultural awareness so that pupils appreciate diversity and richness of other cultures.

Through daily discussions, careful planning of vocabulary, questioning and also linking back to prior learning, children have the opportunity to explore values and beliefs and the ways in which they impact on people's lives.

We ensure our SEND children access SMSC content with the appropriate level of challenge and support.

All of our SEND children (and within our Universal Offer) will receive teaching of SMSC throughout their curriculum and throughout wider opportunities.

Some SEND children (SEND support pupils) may need links to be made more explicitly and more support making links.

Our most complex SEND children (Pupils with an EHCP) may access SMSC via the year group's curriculum below their chronological age that they are accessing. They may also access other areas of SMSC at their chronological age curriculum in other subjects. This will all be dependent on the need of the child(ren). For example, they may gain SMSC teaching via the RE curriculum within their personalised learning path, but the PSHE curriculum at their year group.

For information on how we cover SMSC across school, please see 'What is SMSC' document on our website.

Also see other intent documents – including RE, British Values and PSHE.

Why is it organised like this?

SMSC is embedded in subjects (and wider opportunities) rather than taught discretely because it is a thread through so much of what we do. Our school have taken a holistic approach when teaching SMSC. The curriculum provides many opportunities and SMSC is not a stand-alone subject – rather it is lived through our school's ethos and values which flows through our school.

The wider opportunities support our children to develop spiritually, socially, morally and culturally helping them become well-rounded, respectful individuals who understand their role as a local, national and global citizen.

We want our pupils to thrive in life by taking responsibility of their behaviour, distinguishing right from wrong, understand how they can contribute to society and their community, respect and live in harmony with those with or without faith and appreciating and accepting that we live in a democratic society where everyone is entitled to their own opinion and view and that we all have freedom of speech. It is set out in this way as we want the children to understand and broaden their horizons to prepare themselves to become respectful and aspirational young people. We also want to enable them to celebrate our diverse world and develop skills to socialise with a wide range of people from all walks of life.

For all of our SEND children (and within our Universal Offer), is taught throughout the curriculum as it is threaded through so much that we do.

For some of our SEND children (SEND support), links need to be made more explicitly so the children can make those links between what they are learning and how that relates to SMSC.

For our most complex children (pupils with an EHCP), content may need to be pitched at a certain level for the children to grasp and understand. As a school we always ensure we carefully consider what that looks like and understand a child may need to access a chronologically lower year groups' curriculum in some areas and not others.

How are knowledge, understanding and skills developed in this subject?

Curriculum areas are finely mapped within their design. See progression documents in all subject areas.

British Values and Rights Respecting articles are mapped within some subject areas.

What does this subject look like...

in lessons?	in books?	in the environment?
Cross subject Often not in lessons and via wider opportunities Discussion Exploring Reflecting Questioning	Cross subject – in line with other subjects	British Values displays Rights Respecting displays Curricular content School photos that show school life Celebration on newsletters and social media

How is this subject resourced?

Subject leads per curriculum area (some subjects with a team)
School heavily invests in the pastoral team (Deputy Head, Pastoral Lead, Pastoral support, Play therapy and School Counsellor)
Jigsaw curriculum
Subject lead had mapped RE units

Subject leads have mapped units in other subjects