

Version	Date
Last reviewed	September 2023
Next reviewed	September 2024
Owner	HT and DHT Inclusion
Approver	Academy Council

Intent

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across our whole school curriculum. At Oyster Park Primary Academy, we recognise that SMSC development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. Our approach to SMSC helps to develop a well-rounded, holistic and meaningful curriculum for all of our children. This is reflected in the behaviours of individuals and in their interactions and also the provision of teaching, resources and learning environments. Through SMSC we aim to help children understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. It is our hope that children are provided with opportunities to discuss their wellbeing and how they may be feeling, whilst providing strategies to cope with different aspects of mental health and wellbeing. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. It is our hope that SMSC provides children with integral life skills and experiences that they will need in life. It is our hope that the SMSC curriculum can develop to support our children to strive in our ever-changing world

Implementation-

Curriculum

SMSC 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 knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. Within SMSC, weekly themes are introduced through a whole school assembly. A follow up lesson is then planned and implemented by the class teacher. Children have a wide variety of opportunities to express their opinions and views through in class discussions and debates. Throughout the year, children have the opportunities to meet and work with members of the wider community, such as the Police and Fire Department.

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which informs their perspectives on life and their interest in and respect for different people’s feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England.
- understanding the consequences of their behaviour.
- Interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children 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 social settings, cooperating well with others and being able to resolve conflicts effectively.
- willingness to volunteer.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with different faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shapes their own heritage and that of others.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Understanding and appreciation of a wide range of different cultures within schools and further afield as an essential element of their preparation for life in modern Britain.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

-School Inspection Handbook from September 2015

Planning and Progression of Skills

When planning for lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, Social Skills, RE and Circle Time activities. A scheme of work and progression document have been produced to ensure that there is a clear progression of topics and skills taught across school.

How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school.

Spiritual Development

Provision	How it is evidenced
Religious Education curriculum	RE curriculum plans
Social Skills Curriculum	Visiting places of worship
Weekly values and themes introduced in assemblies	Whole school assemblies and celebrations
	Outdoor learning

Assemblies Opportunities for quiet reflection Outdoor education Inspire sessions Community activities	Residential visits Harvest, Christmas and Easter celebrations Nurture groups Visits from faith groups Time to reflect upon learning and experiences
---	---

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual.

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important.
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development

Provision	How it is evidenced
School behaviour policy and code of conduct Religious Education curriculum Pupil Voice Taking part in Charitable projects.	Regular reviews of Behaviour Nurture groups Celebrations of children achieving British Values assemblies Anti-bullying activities and Anti-bullying Ambassadors E-Safety teaching Whole school Assemblies and the explicit discussion of important values and our theme of the week, communicated to parents and carers through newsletters Circle times Child participation in a range of pupil groups: School Council, Sports leaders and anti-bullying ambassadors Links with charities – Castleford food bank, Macmillan, Children in Need, Red nose day etc. Visitors from the Police, Fire Service, Network rail and Local Community Support Officers Singing at Nursing homes Webster Stratton approach to behaviour Ethical debating across school Workshops – Ghana, Chinese, disability etc.

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and others’ actions.
- Have an ability to make responsible and reasoned judgements.
- Ensure a commitment to personal values.
- Have respect for others’ needs, interests and feelings, as well as their own.
- Develop a desire to explore their own and other’s views, and an understanding of the need to review and re-assess their values, does and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school promoting racial, religious and other forms of equality.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values- for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
- Rewarding expressions of moral insights and good behaviour.
- Recognising and respecting the codes and moral of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, science, arts and assemblies; reinforcing the school’s values through images, posters, classroom displays, etc and monitoring in simple ways that success of what is provided.

Moral Development

Provision	How it is evidenced
PSHE Curriculum Working together in teams Pupil Voice Extra-curricular activities The Arts Curriculum Outdoor Education PE Curriculum Cross phase working	Pupil Groups including: School Council , Anti-bullying ambassadors Residential visit in Year 6 Educational visits Afterschool clubs African Drumming for year 5 Participation in Music events Transition visits Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day Participation in Sporting events Forest School

At Oyster Park Primary Academy we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people’s social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community- for example, through assemblies, team building activities, residential experiences, school productions.
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others’ needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community.

Cultural Development

Provision	How it is evidenced
School visits Participation in the Arts Arts curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Dance workshops Opportunities to take part in school productions /Performances African Drumming for year 5 Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Sports Day Spanish Day/Mexican Day Cultural days and workshops

	Celebrations of key events e.g. Black History Month Links with the Gambia
--	--

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationships between human beings and the environment

Our school develops cultural development by:

- Extending pupils’ knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school’s cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits.

Reading

In SMSC, we cultivate a reading culture by exposing children to a variety of genres through carefully planned activities. Children will be exploring different fiction and non-fiction texts within Social Skills lessons and story time sessions. They will consider the moral of the story and reflect on how we should follow these key messages. Across school children learn about respecting others through stories from different cultures and faiths.

Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In SMSC, Oracy is a powerful tool for learning. By teaching our pupils to become more effective speakers and listeners we aim to empower them to have a better understanding of themselves, each other and how the past has influenced the world around them today.

SEND

At Oyster Park Primary Academy, we are aware that a child’s personal developments not directly related to their writing or Mathematic ability. All children are given the opportunity to develop socially, morally, spiritually and culturally with support appropriate to their SEN learning barriers. Children are encouraged and supported to ask their own questions as well as complete teacher led enquiries.

Impact-

Through implementing the SMSC curriculum, children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, the Rule of Law and Liberty. They will develop an understanding of what it means to be a member of a diverse community. Children will also develop personally and socially and

will become reflective learners. Children will be able to describe their feelings and develop a range of strategies to cope with these feelings including building an awareness of who they can speak to if they are worried.

Assessment

Teacher assessment takes place throughout SMSC lessons. Teachers will mark each piece of work in line with the school's marking policy.

Regular assessment is carried out using:

- observation of pupils as they work
- discussion with pupils as they work
- oral questioning to encourage discussion
- marking of the work produced by the children
- self-evaluation of work carried out by the children in each lesson.

An annual report to parents will detail progress and achievements in SMSC.

Monitoring

Both the SMSC subject leaders and class teacher are responsible for monitoring the standard of children's work and the quality of teaching in SMSC. It is the responsibility of the SMSC leads to ensure that the curriculum is been implemented ensuring that the desired impact on children's knowledge and skills are being met. The subject leads will ensure that the schemes of work and progression documents are been used to ensure a clear progression of knowledge and skills are taught. The subject leads will support colleagues, ensure that they are informed of current developments and provide an action plan for providing direction for the subject across school. The subject leaders will complete an annual report where they evaluate strengths and weaknesses in the subject and indicate further areas for improvement within SMSC. The subject leads will complete monitoring across the whole school for SMSC for example pupil voice and book scrutinise.

Pupil Voice

Across school, children have expressed how they feel that Social Skills is an important part of school life. They understand the role that it plays in preparing them to be members of our diverse community through teaching integral life skills. Children enjoy learning about different cultures including festivals associated with that culture. The children enjoy gaining new experiences and taking part in discussions and debates about the weekly themes.