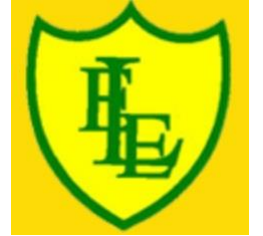




Eccleston Lane Ends Primary School



SMSC



Working With Each Other and For Each Other

Building The Foundations for Our Future

Through our vision, we serve our community by providing an inclusive, happy, secure and caring environment where all are valued and respected. Our SMSC curriculum is designed to develop children's sense of spirituality and morality, while equipping them with the necessary social skills and cultural awareness for their lives now and as future global citizens. It is not taught as a discreet subject but is woven throughout our curriculum and should be present in lessons and behaviour in school.

Working With Each Other and For Each Other

Ofsted Definition of SMSC:

Spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- 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.

Moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development 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
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to 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.

A snapshot of how our BRICKS principles drive our **SMSC** curriculum:

Instil our **B**ritish Values including diversity:

- The 'British Values' of democracy, rule of law, individual liberty, respect and tolerance are actively promoted throughout our SMSC curriculum. These values along with our whole school values encourage children to value and celebrate diversity and opportunities are planned in throughout the school year to ensure that this takes place. Children are encouraged to be reflective on modern British society and their place within this.

Develop **R**esilience & Resourcefulness:

- Through the 'Resilience & Resourcefulness' curriculum driver, we carefully plan opportunities to explore difficult topics and discussions to develop children's resilience. Our SMSC curriculum encourages children to develop their understanding of themselves and as such, the curriculum is shaped around ensuring children can see themselves in the topics they explore. We believe that this enables children to build strength of character and confidence within themselves to prepare them for any hardships they may face. We aim to prepare children for difficult times in their lives and empower them by allowing them the opportunity to learn about themselves, others and the world around them.

Inspire critical thinking and **I**ndependence:

- Through the 'Critical Thinking & Independence' curriculum driver we want our children to feel empowered to face any challenge within their lives, now and in the future. We also want the children to be equipped to actively challenge discrimination and stand up for what they believe is right. As well as challenging them with the statutory guidance, we challenge the children to reflect on and explore issues that are affecting them personally and affecting others around the world.

Create articulate learners:

- At Eccleston Lane Ends, oracy is key as we feel that this skill is invaluable not only for children's educational development but for their future lives. It is woven into the fabric of our school and we value it as part of our culture not just our curriculum. We endeavour to give our pupils, a place to talk, a reason to talk and the tools with which to communicate effectively.

Building upon **K**nowledge & skills:

- Through the Knowledge and Skills curriculum driver, we encourage our children to be resourceful learners. SMSC is embedded in every subject so is always built upon. Children are always encouraged to draw upon knowledge and skills learnt during their dedicated SMSC session (often

delivered through assemblies), and vice versa, at any given opportunity during the school day. Our SMSC curriculum aims to provide our children with knowledge of how communities and societies function, with particular focus on the UK and its political and democratic systems. We aim to provide our children with a sound understanding of worldly issues and with the knowledge and skills necessary to develop informed decisions and opinions about such things. We also aim to equip the children with knowledge of other religions and cultures and do so in a way to promote mutual respect and tolerance. Our SMSC curriculum not only aims to develop the children's worldly knowledge, but knowledge of themselves. All our staff aim to develop the children's sense of spirituality and morality, while equipping them with the necessary social skills and cultural awareness to progress through primary school and beyond.

Supporting well-being & health:

- Our children's wellbeing is at the heart of our school curriculum. At Eccleston Lane Ends, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals, who are part of a happy, healthy ELE family. Our SMSC curriculum is designed to develop the children's sense of self and also to promote togetherness amongst peers. By asking the children to reflect on thought-provoking issues facing children in school, and those in the wider community, we encourage our children to become SMSC champions. They will be confident, independent individuals who instil positive values in themselves and others.

Intent

At Eccleston Lane Ends Primary School, we are committed to enhancing and enriching the lives of our children through their spiritual, moral, social and cultural (SMSC) development.

As a school, we have a moral and legal duty to ensure that our curriculum is based on more than just ensuring that our children achieve high standards in their academic subjects, but also that our children are given ample opportunities to flourish emotionally, spiritually, morally, socially and culturally so that they can positively contribute to society, both in child- and adulthood.

We are committed to valuing and celebrating diversity and promoting equality of opportunity for all our staff and children. We have created a learning environment which is free from and actively seeks to prevent prejudice, discrimination, intimidation, and all forms of harassment including bullying. Overall, our intent is to equip our children with the necessary skills, attitudes and opportunities to develop into well- rounded individuals, who make a positive difference to modern British society and to the world.

Implementation

SMSC development is taught through and reflected in all areas of our curriculum and school life. Our bespoke curriculum is planned to ensure that our children are receiving a broad and balanced, well-rounded experience during their time here at Eccleston Lane Ends, including learning how to work and play together, understanding and respecting others' points of view, respecting the environment, respecting and applying rules and understanding why these exist.

At Eccleston Lane Ends, we offer our children a tailored diet of SMSC enhanced sessions, often delivered through collective worship. The sessions are designed to be thought-provoking and develop the children's sense of self and promote togetherness amongst peers, by exploring various focuses with explicit links to SMSC development. These sessions are underpinned by our school values and our links with the Christian church. We recognise the success of dedicated SMSC-focused time is having on our children and wanted to continue the impact of these sessions at home.

This is disseminated in a range of ways: Twitter and on the half-termly Newsletter. We encourage parents to join in with discussion and related activities because we believe that the impact we see in school, would positively benefit our wider school community.

We believe that the most important provision for implementing a successful and effective SMSC curriculum is the attitudes and constant modelling of SMSC values, by staff, to the children.

Spiritual Development

At Eccleston Lane Ends, opportunities for spiritual development 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 include:

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- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- A sense of security, well-being, worth and purposefulness- linked to school values

Moral Development

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 others' views, and an understanding of the need to review and re-assess their values, codes 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 and which is underpinned by our behaviour and anti-bullying policies
- Promoting equality for all
- 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 morals 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

Social Development

We support children 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 and school

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, seedings and gardeners program, 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, 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

We support children to:

- Develop an ability to reflect on important questions of meaning and identity
- Develop an interest in exploring the relationship between human beings and the environment
- Develop an awareness of, and to respect the diversity of other cultures, both within modern Britain and throughout the world.

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.

Impact

We understand that we may not see the true impact of our curriculum on our children as our curriculum is only the beginning of a lifetime of learning and experiences which will shape them into future world citizens of the new and developing generation.