



Dovecot Primary School



Date of review	
Reviewed by	
Signed	
Next review date	

SMSC Policy

DOVECOT PRIMARY SCHOOL

VISION STATEMENT

Learning together, growing together

Curriculum Intent Statement

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Our core values:

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

"Education's starting point should not be about us. It should be about them, their needs, their aspirations and goals."

(Dr Maggie Atkinson, Children's Commissioner for England September 2013)

The Spiritual, Moral, Social and Cultural education of pupils at Dovecot Primary School is cross-curricular and not limited to specific SMSC lessons. Children are supported to develop an inner discipline and we will encourage children to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

This policy links to the following policies:

- PSHE
- RE
- Curriculum
- Promoting British Values document
- Equality & Diversity
- Safeguarding & Child Protection
- E-Safety
- Anti-Bullying
- Positive Behaviour
- Health and Safety Policy.
- Special Educational Needs and Disability
- Supporting Pupils with Medical Needs

SMSC provision is at the heart of our school's ethos and culture and serves to prepare well rounded, respectful, positive and balanced citizens in our society; citizens who are well equipped to contribute positively to society, to eliminate bias, celebrate difference and make a difference. Children should be prepared to 'Learn together, grow together' in a global society.

AIMS:

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage

children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.

- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

What is spiritual, moral, social and cultural education?

The **Spiritual** development of children is shown by their:

- ability to reflect about their own and other's beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values, faiths and perspectives
- sense of enjoyment, fascination and intrigue in learning about themselves, others and the world they live in, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their learning.

The **moral** development of a child is shown by their:

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

The **social** development of a child 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 as well as those of different ages
- 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 differing 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 a child is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped 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 the wide range of different cultures within school 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 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

It is a priority of ours to send our children to secondary school as well-rounded, developed and aware children who are equipped to deal with the world they live in and the situations and experiences it may challenge them with. We place an emphasis on creating reflective and inquisitive learners who are very socially, morally and spiritually aware with an understanding, acceptance and ability to immerse themselves in culture.

Planning

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.

- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Practical activities to develop SMSC include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. SMSC has particularly strong links to PSHE, RE, Circle Time activities and Collective Worship and all areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

We actively promote visitors and workshops in school to support us in generating an excitement for learning with our children. We believe these opportunities give our children a different learning opportunity and a more in depth chance to explore and question more specifically around a topic, theme or idea.

The tables below are inserted to show how we make provision for children’s Spiritual, Moral, Social and Cultural Development across the phases at Dovecot.

SPIRITUAL DEVELOPMENT	
PROVISION	EVIDENCED
<ul style="list-style-type: none"> • RE lessons • Assemblies • Whole school ethos and values driven by our motto: Learning together, growing together • Workshops and visitors • Links with partner schools 	<ul style="list-style-type: none"> • RE curriculum plans informed by the Liverpool agreed syllabus for RE and the National Curriculum. • RE lessons, books and displays • Visits and sessions planned to support RE sessions including visits from faith groups • Whole school assemblies and celebrations of values and achievements • Residential visit (Y5 & Y6) • Charity events • School Council activities • Harvest, Christmas and Easter celebrations • Nurture and friendship groups and interventions • Time to reflect on learning and experiences Links with local churches and local primary schools

Children are given the opportunities to reflect upon the meaning of spiritual experiences across the school by exploring their own curiosities and questioning when presented with different experiences. Planned opportunities for spiritual awareness can be seen across the school. Examples of experiences commonly regarded as spiritual include:

- Awe and wonder
- Connecting and belonging
- Heightened self-awareness
- Prayer and worship (children are invited to take part)
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

At Dovecot we have a climate within which children can grow and flourish, respect others and be respected; accommodating differences and respecting the integrity of individuals.

MORAL DEVELOPMENT	
PROVISION	EVIDENCED
<ul style="list-style-type: none"> • Positive Behaviour • RE Policy • Curriculum Policy • Pupil Voice • School Council work including charitable events • PSHE sessions • Anti-bullying weeks • Assemblies and reward/sanction systems • Sporting competitions • E-safety teaching and monitoring 	<ul style="list-style-type: none"> • Regular reviews of behaviour, nurture groups, pupil voice and pupil surveys • Celebrations of children achieving in reward assemblies • School website celebrating children’s achievements • Sports competitions and the Sainsbury’s Silver Award • Anti-bullying activities, assemblies and friendship buddies • Whole school assemblies and explicit discussions and teachings around our school values: Learning together, Growing together • Reflection Floor Books • Newsletters • School Council work • Charity work • Links with local churches

The words ‘learning’ and ‘growing’ in our school motto are the drivers of our moral teaching. We teach children to distinguish between right and wrong by thinking through the consequences of their own and other’s actions.

Children understand that they need to make responsible and reasoned judgements and explore what their personal values are. Children are then continually encouraged to ensure their commitment to their own personal values and not to jeopardise these by standing up for what they know to be right and wrong in what can be difficult situations. At Dovecot children respect others’ needs, interests and feelings as well as their own. Children have a desire to explore these views and appreciate that there is a need to review and reassess their values, codes and principles in the light of further experiences.

As a school, we provide children with clear moral codes as a basis for behaviour which is promoted by all in our community. We promote racial, religious and other forms of equality providing children with opportunities across the curriculum to explore and develop moral concepts and values including personal rights and responsibilities, truth, justice, equality of opportunity and opinions of right and wrong. Difference is celebrated.

Dovecot has four rules which create an environment which is inclusive for all. These rules outline our safe learning environments in which pupils can practise their moral decision making and express their views. All classes reward and promote moral insights and good behaviour encouraging children to take responsibility for their actions including respect for property and care for the environment.

We continually reinforce the school’s values and motto and this is evident in all we do and through displays and literature around school.

SOCIAL DEVELOPMENT	
PROVISION	EVIDENCED
<ul style="list-style-type: none"> • PSHE Curriculum (including LGBT content) • E-Safety curriculum • Promotion and teaching of a growth mind set • Class-Dojo system • Pupil voice • Extra-curricular provision and clubs • PE curriculum including fixtures • Cross phase working • Working with local schools • Links with the community and churches • Drama work • Pupil roles within school – Playground Buddies, prefects, School Council, Reading and Writing Ambassadors 	<ul style="list-style-type: none"> • PSHE Reflection Floor Books • Y6 organisation of Maths Party Day • Residential visits (Y5 & Y6) • Educational visits • Sports teams attending fixtures • Choir • Afterschool and lunchtime clubs • Participation in charity events • School house • Links with local secondary schools • Transition events • EYFS Profiles

Social development is very much about teaching children an acceptability in their actions and about them belonging in our school and our community. This relies on us teaching them to become socially aware and giving them the ability and opportunity to adjust to a variety of social contexts applying appropriate and sensitive behaviour. We teach our children to relate to others and see things from other points of views. We place a strong emphasis on children using learn to learn skills and working successfully as part of a group. Children at Dovecot are confident to share opinions and views with others and are mature when resolving conflicts. They have a respect for those around them and the environment in which they live and have a shared responsibility for the success and happiness of our community.

Our school council is very active and represents the interests, sensitivity and drive of our school in participation as a community to enjoy, support and work collaboratively with one another for everyone’s gain.

Our local history and geographical features serve us well in providing a strong heritage and historical grounding. Furthermore, our children understand their place in local, broader and global community and social awareness is thoroughly explored through a number of curriculum subjects, most notably, PSHE and Geography as well as numerous activities such as residential visits.

Within school, children develop responsibility as they move through school taking on a number of roles such as Playground Buddies, reading & Writing Ambassadors and School Councillors. These roles provide children with the opportunity to engage in democratic processes and participate in community life as well as exercise leadership skills and have a positive effect on our school.

CULTURAL DEVELOPMENT	
PROVISION	EVIDENCED
<ul style="list-style-type: none"> ● SMSC scheme of work ● School visits and workshops ● Arts curriculum ● Music curriculum ● Resources including library books reflecting a range of cultures ● MFL – Spanish ● Teaching of British Values ● English texts ● Theatre group productions ● History/Geography curriculum 	<ul style="list-style-type: none"> ● Newsletters and website ● Planning ● Visits to museums, galleries, other schools, contrasting localities ● Communications with authors and celebrations of famous authors e.g. Roald Dahl Day, 100 years of Winnie the Pooh A.A.Milne ● Dovecot’s Got Talent ● Opportunities to take part in productions and performances ● Music curriculum planning ● Opportunities for music tuition ● Visits from other people from different cultures ● Linking school work MFL teaching and action plan/subject leader work ● Sports day ● Theme work including work around British Values ● Library

Our Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. This is achieved through a carefully thought out programme of events over the year including visits, assemblies, projects, workshops, Learning Challenge curriculum planning and RE planning.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics and these are evident at Dovecot:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship 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

BRITISH VALUES

British values are lived through the school's ethos and values and woven intrinsically into our hidden and 'real' curriculum to include:

- An understanding of how citizens can influence decision-making through the democratic process
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An understanding of the importance of identifying and combating discrimination

Promoting fundamental British Values

Through the national curriculum, we will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across all subjects where possible.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

Through our Social, Moral, Spiritual and Cultural programme, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

See 'Promoting British Values' document for further information.

All aspects of SMSC are continually monitored and evaluated by SLT and governors with adaptations continually being made to further improve our provision for children's development.

This is an ever growing area of our curriculum and the importance of it is not underestimated.