

The British School

Working together for our children's future



SMSC Curriculum Intent, Implementation and Impact 2022

Contents

1- Introduction.....	1
2-Aims and Objectives.....	1
3-Curriculum	2
4-Provision.....	4
5-Monitoring and review.....	4

1 - Introduction

At The British School, 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 and interactions of individuals as well as in the provision of teaching, resources and learning environments.

2- Aims and Objectives

2.1 Social development 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 is also developed.

2.2 Moral development 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. Children learn by example from staff and older children and by practising through role-play, story and group activities.

2.3 Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

2.4 Cultural development 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.

3- Curriculum

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 diversity of modern Britain. For example:

3.1 Social

- There is an appropriate level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- Circle times/class discussions feature in all classes promoting turn taking and social interaction.
- The PSHE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Educational visits within the community, including swimming and activities at our local churches and secondary school.
- The school continues to develop the facilities it offers for quality free time such as the introduction of the Playpod, Pebble's Purple Patch, the Pirate ship, the sandpit and musical area and the refurbishment and the astro turf on the junior playground.
- Provision has been made to ensure all children have an enjoyable experience at playtime with the introduction of play mediators and the Buddy Bench initiative. Some members of staff have attended Creative Playtime training so this will be implemented to reinforce positive playtimes.

3.2 Moral

- There is an agreed reward system in place so that all children can earn prizes and certificates for good behaviour as well as academic achievement. The

prizes are handed out at weekly special assemblies so that everyone shares in the success.

- A behaviour consequence system is in place and displayed in each classroom, available and accessible to all children and staff to reinforce the knowledge of boundaries and understanding of consequences.
- Regular meetings are held to discuss recurrent difficult behaviour to ensure that all staff are supported and that ideas are shared.
- Individual behaviour plans are agreed and implemented with the help of the headteacher, teaching staff and SENCO if appropriate.
- 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.

3.3 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, for example in assemblies, PSHE and RE lessons.
- 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.
- To support further the children in identifying their feelings, each classroom has a display board with different feelings for the children to express themselves and worry boxes are checked daily by teaching staff.
- 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 an RE lesson, looking for signs of Spring in a Science lesson, engaging in activities in our Forest School.

3.4 Cultural

- There are regular celebrations of religious festivals over the year including Harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- Stories from other cultures are used across the curriculum to support children's understanding of cultural references.
- Children also learn about different cultures through the MFL curriculum.
- Visits from foreign individuals are organised when possible (ie Japanese students, French individuals, Hindu family member).
- 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.

4- Provision

At The British School, SMSC is embedded in the curriculum and can be found through:

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- The MFL Curriculum
- Links within the community - Remembrance Sunday, taking part in community music and art festivals
- Circle Time
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council)
- Hosting of "Senior Friends" events
- Special days (fundraising, cultural experiences and enrichment days)

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

5- Monitoring and Review

The staff work closely with parents, carers and other professionals to ensure that the pupils at The British School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

This policy was reviewed in March 2022 by C Beale, PSHE Subject Leader

Next review in March 2023