



OAKLEY INFANT SCHOOL
POLICY FOR SPIRITUAL, MORAL, SOCIAL, CULTURAL (SMSC) DEVELOPMENT

Thrive, strive and achieve together
Article 28- every child has a right to an education.

At Oakley we place the United Nations Convention on the Rights of the Child (UNCRC) at the heart of all we do. Our SMSC provision supports the rights of the child and contributes towards our whole school values and ethos.

Parts of this policy are directly taken from our PSHE/RRE policy where the two areas overlap.

A definition of each area is given below (taken from 'Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils' a DFE document).

Spiritual – The development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Moral – Enabling pupils to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Social- Young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together in harmony and making a positive contribution to the school community and wider society. It is about functioning effectively in a multi-racial, multi-cultural society and developing into a tolerant and helpful human being. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities, and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

Cultural – Helping pupils to develop an understanding of their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, art, theatre, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Aims

Our aims in developing SMSC skills are that all children will:

- Develop self-esteem, confidence, independence and responsibility; and make the most of their abilities
- Understand their rights and where these rights come from, whilst respecting the rights of others.
- Play an active role as citizens within the school with an aim to becoming an active citizen in the future and a valued member of society.
- Develop the learning skills needed to work in a vastly changing workplace
- Develop a healthy lifestyle and keep themselves and others safe
- Develop effective and fulfilling relationships and learn to respect the similarities and differences between people
- Develop an understanding of what is right and wrong and how to make appropriate choices
- Experience opportunities of awe and wonder and have time to reflect on these

Principles of the teaching and learning of SMSC

SMSC is important because:

- It develops the whole child and supports our work on the UNCRC.
- It further supports our commitment to pupil voice.
- It underpins all other subjects and teaches the skills necessary to become lifelong learners.
- It helps to prepare children to thrive in an ever-changing world where expectations are constantly changing.
- It provides children with a sense of belonging and identity.
- It gives children time to develop their thinking and enquiry skills, their communication skills and their emotional understanding.
- It develops children's ability to work collaboratively with others.
- It provides opportunities to continue school links with Ghana and learn about other cultures closer to home, including our links with other local schools.

Strategies for the teaching of SMSC

The strategies involved in developing pupils SMSC skills can be seen in our commitment to teaching through a rights respecting approach.

- Pupil voice
- Time for reflection
- Working alone and with others
- Inspiring resources and visitors
- The use of the Learning Tree
- The role of the School Council/Voice in sharing their peer's views and opinions and developing these into actions.



Each subject builds on the SMSC development of pupils. A staff audit highlighted the following as key focuses of SMSC development in each subject. PSHE is not highlighted on the list as all PSHE learning includes elements of SMSC, mentioned earlier, by building on RRE work. This list is not exhaustive as each year new themes, links and projects will take place in addition to what is already planned.

English

- Theatre visits
- Celebrating diversity of languages by using dual text books, inviting parents in to share stories in their home language etc.
- Christmas productions

Maths

- Peer and group work
- Problem solving skills

Science

- Science centre visits
- Focus days – Space day, Senses day
- School trips – QMC, Marwell Zoo and Hilliers

History

- Topics exploring cultural figures
- Topics exploring diversity e.g. Yr 1 topic on Louis Braille
- Focus days - Victorians
- School trips – Portchester Castle, Basingstoke town centre

Geography

- Developing an appreciation of our school grounds and local areas
- Learning more about other countries, Yr 1 topic on UK and Yr 2 topic 'Where in the world is Kloof?'

RE

- Similarities and differences between Christianity and Sikhism.
- Celebrating and exploring festivals from around the UK and around the world e.g. Chinese New Year, a Hindu birthday, pancake day
- Exploring differing beliefs and viewpoint, e.g. Yr 2 topic on the Creation story and perceptions of a 'Creator'.

Art

- Reflecting in awe of the beauty they perceive
- Respect for individuality in finished work
- Exploring artists from around the world
- Expressing feelings for works of art

D&T

- Design and making a product to express creativity
- Reflecting on the finished product

PE

- Exploring music and Dance from around the world
- Expressing feelings through movement
- Developing awareness of the collaborative nature of team games and the need for rules

Music

- Exploring music from around the world and responding with movement and art work.
- Enjoying and sharing preferences for a range of music and instruments

ICT

- Use of ICT to share photos and videos from other cultures and to provide stimulating lesson inputs.

Assemblies

- Outside visitors
- Links with the Junior School in assemblies, teacher and pupil's visiting and delivering assemblies.
- Collective worship moment in each assembly with the lighting of our candle (mirrored in class assemblies)

Lunchtimes and playtimes

- Playground trolley provides children with a chance to play with other children and develop their social skills
- Playground Friends ensure everyone has someone to play with and model games and activities.
- Huff and Puff equipment is used at lunchtime to develop team games and physical activity.
- Lunchtime club help children who find the playground difficult to navigate and play appropriately. Supervised games and activities are taught to help these children learn the skills needed to cope at playtimes.

Special Needs and Equal Opportunities

SMSC development focuses on developing the individual child to the best of their abilities by providing opportunities to support and extend children with differing needs in a way which is best suited to them. SMSC provision is carefully planned to ensure interest and equal access to the curriculum for all children regardless of sex or ethnicity.

Pupils with special needs in SMSC receive extra support in the classroom including:

- A further range of visual resources to aid understanding
- Support of an adult to discuss their ideas with and to model appropriate language.
- Specific targets will be identified on Learning Support Plans (LSP) as needed.

ELSA support and lunchtime clubs are provided for those who need further support and experiences to develop their learning.

Pupil progress days will be used to highlight children who are not making the expected progress in more than 2 areas of the curriculum (known in school as 4th Quarter children). These children will be discussed with the whole staff team to help provide a team approach to support the child.

Planning for SMSC

Each subject manager is responsible for ensuring that SMSC opportunities are included within their planning.

These can often be identified through links with RRE and Global Citizenship work, of which all medium term plans have highlighted links to.

The role of the SMSC team is to:

- Take the lead in policy development and the production of guidelines to ensure progression and continuity in SMSC throughout the school;
- Support colleagues in their planning, their implementation of the programme and in assessment and record keeping activities;
- Monitor progress in SMSC, linked to PSHE and all subjects, and advise the Headteacher on any action needed;
- Regularly audit the SMSC activities in school;
- Keep up to date with developments in SMSC and disseminate information to colleagues as appropriate.
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Assessment and recording progress

Assessment will occur explicitly through PSHE, RE, Geography and Science termly trackers, and other subjects where an explicit teaching of SMSC has taken place.

PSHE levels will be monitored and pupil questionnaires and interviews will also add to the assessment of SMSC.

ICT in SMSC

The use of ICT can be very powerful within the classroom and can aid the SMSC development of pupils. ICT is used throughout all subjects as an enrichment tool, can allow access for all and creates awe and wonder in some lessons.

Approved by Curriculum Committee
Review date

Nov 2023
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