



Curriculum Intent for Spiritual, Moral, Social and Cultural development (SMSC) and British Values

Intent

We value SMSC as an important part of the children's entitlement to a broad and balanced curriculum. Spiritual, Moral, Social and Cultural development is the over-arching umbrella that encompasses personal development across the whole curriculum. SMSC is now highlighted by government as a key means of promoting basic British values, schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs. At Clowne Infant and Nursery School SMSC is not taught as a stand-alone lesson, rather it may be taught throughout all areas of learning and part of the ethos of the school which children experience on a daily basis.

At Clowne Infant and Nursery School we aim to design and provide a broad, balanced and enriched curriculum which will indirectly promote children's SMSC development and inspire children to have high aspirations and to make positive contributions to their community and lead a successful life in modern Britain. SMSC underpins the ethos of the school; "We take our children on a journey of discovery, giving them aspirations and engaging them in lifelong learning."

Implementation

The teaching of SMSC at Clowne Infant and Nursery School is cross-curricular and all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The **spiritual** development of pupils is shown by their:

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

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England,
- understanding of the consequences of their behaviour and actions,
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The **social** development of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively,

- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others,
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain,
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain,
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities,
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

We also aim to actively promote British Values within our curriculum so that pupils are prepared for the future. Despite modelling values in everything we say and do, we explicitly discuss topics linked to the values in a weekly whole school assembly. We do this because we want children to debate and discuss modern day issues linked to mutual respect, individual liberty, the rule of law and democracy so that they understand the importance of them and build their inquisitiveness.

Impact

Within SMSC, we strive to instil an appreciation and enjoyment of SMSC to enrich the children's learning experience and to help prepare pupils for life and work by developing 'skills for life.' We measure the impact of our curriculum in the following ways -

- Pupil voice discussions about their work and what they have learnt.
- Learning walks- by subject leader.
- 'Book looks' - by the subject leader in order to monitor the content of teaching and quality of work.
- Termly planning to evidence delivery and sequencing of lessons.
- Children in the EYFS are formally assessed against Development Matters. At the end of EYFS pupils are assessed against the ELG's. Teaching staff in KS1 assess children's ability against all National Curriculum areas.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.

SMSC is essential to the academic progress of pupils. It doesn't happen in isolation - it permeates the school and is linked to everything we do and is supported and articulated by school leaders and governors and should be visible in all day-to-day decisions and relationships. From this we hope to see:

- Less children with low self-esteem and better equipped to be resilient within a modern society.
- Children will have had opportunities to fail, as well as discuss why failure is important, so that they are more resilient to failure and view this as a positive.
- Children will collaborate critically, creatively and with a caring approach.

- Children are better able to reflect upon their behaviour and evaluate what makes for good behaviour and what a good learner should look like; this will allow better assessment of 'bad choices' and how to learn from these.
- Children understand the need for rule of law and how this benefits their wellbeing and safety.
- Our children will be happy, as well as encouraging of others in and out of the classroom.
- Our children show respect for themselves and others.
- Our children are more likely to be aspirational (in all aspects of school life) and recognise their full potential.
- Confidence is instilled so that they are more likely to push themselves outside of their comfort zones.
- Children leave the 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.