

For with God, everything is possible (Matthew 19:26)



SMSC



Spiritual, Moral, Social and Cultural (SMSC) Development

#EverythingIsPossible



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Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

We want our children to develop into well-rounded individuals, who make a positively contribute to modern British society and to the world, both in child- and adulthood. Through our SMSC curriculum, we intend to make Christianity invitational, inclusive and inspiring, by underpinning religious teachings with SMSC values to compliment the children's faith and development while at Queen's Park.

We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make. 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.

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Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

Our five Crown Principles drive our SMSC curriculum.

Rationale for our SMSC Curriculum

Challenge

Through the 'challenge' 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.

Resilience

Through the 'resilience' 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

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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.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons. High quality, evidence-based and age-appropriate exploration of SMSC focuses helps to prepare pupils for the opportunities, responsibilities and experiences that may arise during both their child- and adulthood. Our bespoke curriculum is planned to ensure that our children are receiving a broad and balanced, well-rounded experience during their time here at Queen's Park, 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. Our SMSC curriculum offers a range of experiences which are well-embedded at Queen's Park: visits to local churches, sporting competitions, musical and cultural performances and visitors, such as local councillors, church leaders, members of the emergency services and local poets and musicians. We also celebrate international and national theme days and weeks to make the children more aware of life outside of school, such as Black History Month, International Women's Day and LGBT+ History Month. We hope that our children will have the necessary skills, attitudes and opportunities to live "life in all its fullness" (John 10:10).

We recognise that more than ever, the SMSC curriculum that we provide is fundamental to supporting the development of all of our children. It is vital that school provides children with the necessary experiences to develop their 'SMSC-capital'.

Wellbeing

Our children's wellbeing is at the heart of our school curriculum. At Queen's Park, 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 Queen's Park family. Our SMSC curriculum is designed to develop the children's

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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.

kNowledge

Through the 'kNowledge' 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 collective worship), 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.

Intent

At Queen's Park CE/URC 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. Respect for rights is at the heart of our planning, policies, pedagogy and ethos and we expect all members of our school community to model this in their behaviour and relationships.

Overall, our intent is to equip our children with the necessary skills, attitudes and opportunities to live our school vision #everythingispossible as they develop into well- rounded individuals, who make a positive difference to modern British society and to the world. Through our SMSC curriculum, we intend to make Christianity invitational, inclusive and inspiring, by underpinning religious teachings with SMSC values to compliment the children's faith and development while at Queen's Park.

Rationale for our SMSC Curriculum

We recognise that more than ever, the SMSC curriculum that we provide is fundamental to supporting the development of all of our children, and also to their families. We endeavour to enrich the lives of all our school community, through enriching our curriculum and adapting our approach to community interaction and involvement at Queen's Park.

Our SMSC curriculum aims to nurture a climate within which all children can develop personal values and beliefs; experience awe, fascination and wonder; explore the values and beliefs of others; understand human feelings and emotions and use imagination and creativity in their learning. We want our pupils to grow and flourish, respect others and be respected: accepting difference and respecting individuals.

Throughout our curriculum at Queen's Park, we want our pupils to develop their understanding of morals and develop their own moral values. We want our pupils to be able to develop and express their own personal views or values; to be able to investigate moral and ethical issues in a supportive environment; to be able to recognise right and wrong and apply it to a variety of situations and understand the consequences of their actions and accept them in a mature and understanding fashion.

At Queen's Park, we want to support our pupils to become confident, independent individuals who instil positive values in themselves and others. Our pupils will develop personal qualities and develop social skills; they will participate in and co-operate with others in order to resolve conflicts and they need to understand how societies and communities' function through our SMSC-related opportunities.

At Queen's Park, we want our pupils to celebrate their own culture and the culture of others, demonstrating pride in themselves and positive respectful attitudes towards others. Through our curriculum they will explore understanding and respect diversity; participate and respond to cultural influences and understand and appreciate personal influences.

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 Queen's Park, 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 Queen's Park, 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 Christian teachings and linked seamlessly to our school values.

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: Class Dojo, Twitter and on the Weekly 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.

Official Guidance relating to the implementation of our SMSC Curriculum:

- *Collective Worship in Church of England Schools, Church of England*
- *Promoting Fundamental British Values as part of SMSC in Schools, Department for Education*
- *Valuing All God's Children (Guidance for Church of England schools on challenging HBT bullying), Church of England*
- *Character Education Framework, Department for Education*
- *Spiritual Development (Interpretations of Spiritual Development in the Classroom), Church of England*
- *Relationships and sex education (RSE) and health education (Linked to Protected Characteristics), Department for Education*
- *Equality Act 2010, HM Government*
- *SIAMS Framework, Church of England*
- *School Inspection Handbook, OFSTED*

Other Guidance to support the implementation of our SMSC Curriculum:

- *Inclusive Language Guide, Oxfam*
- *Inclusive Language Guide, GSMA*

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Spiritual Development

At Queen's Park, 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:

- 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.



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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, 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



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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.



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British Values

Through our curriculum and our SMSC aims we will actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.



Respect & Tolerance



Individual Liberty



Democracy



Rule of Law

These values are taught and reflected across our curriculum, particularly during PSHE and RE lessons, and are further enhanced through collective worship sessions. The fundamental values are nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding. A variety of other lessons and our school's ethos also contributes to the promotion of British values.

Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

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As part of our teaching around British Values, we explore the **Protected Characteristics**.

The Protected Characteristics are nine characteristics protected under The Equality Act 2010:

- Race
- Sex
- Sexual Orientation
- Age
- Gender Identity
- Religion
- Disability
- Pregnancy and Maternity
- Marriage and Civil Partnership



We explore Race, Sex, Sexual Orientation, Gender Identity, Religion and Disability in explicitly through our bespoke SMSC curriculum, while children are exposed to all 9 throughout the wider curriculum.

As a school, we have a moral and legal duty to ensure that we:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The curriculum is planned and delivered so that children develop age-appropriate knowledge and understanding during their time at Queen's Park. We do this by making both explicit and subtle reference to them, at an age-appropriate level throughout the curriculum. These opportunities are planned for by subject leaders in coordination with the Personal Development team.

Through the exploration of different topics and themes, such as LGBT+ History Week, Black History Month, and exploring various religious celebrations, we are able to make specific reference to them with the children.

With our older children (KS2), we make reference to these characteristics being protected by law and discuss the impact and consequences of discrimination.

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Pedagogy



- Both our staff and children are enthusiastic about *SMSC, including British Values*. Through ongoing CPD, both pro- and reactive, we strive to ensure our teachers have *expert knowledge of SMSC curriculum and related content that they teach*.
- The SMSC related content that is delivered across the curriculum, including specific SMSC-focused sessions (often delivered through collective worship), is *carefully linked to the strands of SMSC and to British Values*. The links to these 'objectives,' highlighted on all planning, is disseminated from the subject leader(s), to staff, which is then delivered to children. Staff make links to these strands within their sessions.
- Classroom pedagogy is *led by both adults and children*. Specific SMSC-focused sessions (often delivered through collective worship), allow for both children and staff alike to deliver the sessions. Where appropriate, *children take ownership of the sessions*, delivering to their peers. We believe this promotes mutual respect between adults and children at our school.
- Our '*Queen's Park Quality First Teaching*' model ensures that sessions allow for new knowledge to be learned, and ensure that children and staff alike, can build on what has been taught before, strengthening their understanding, both of themselves and the world around them. The SMSC curriculum is planned so that *all children across the school can access the wide-ranging content*, at an *age-appropriate level*. The sequential planning ensures that concepts are revisited throughout each year of a child's journey at Queen's Park and then again at a later age so that children have opportunities to further explore the content, *deepening their understanding*.

Vocabulary

Vocabulary is V.I.T.A.L in SMSC

Valued

We value vocabulary in SMSC and in everything we do.

Identified

Specific vocabulary is identified by the SMSC subject leader and is explicitly planned for.

Taught

Vocabulary is explored and referred to during every lesson.

Our SMSC-focused planning is used as a teaching tool for key vocabulary to be explored and used during the sessions.

Staff are provided with key vocabulary

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary when reflecting on their learning. We want our children to have a varied vocabulary to use when talking about their own and others' feelings and experiences, using culturally and socially acceptable language. An emphasis on correct vocabulary supports this. We encourage this conversation to continue at home, with parents.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Session by session, year by year, children revisit and relearn key vocabulary.

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.

Being an SMSC Champion

We believe that because our curriculum is successful, our children will be SMSC champions. They will be confident, independent individuals who instil positive values in themselves and others. Our children will have the necessary skills, attitudes and opportunities knowing that "everything is possible" (Matthew 19:26). We hope our children will grow to be content, living well in their own skin, and happy for others for the skin they're in.