



# Devonshire Primary Academy SMSC Policy



Adopted by Governors/HT: HT  
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Person responsible for policy: SMSC Lead

## **Intent**

At Devonshire Primary Academy, we recognise that spiritual, moral, social and cultural development is at the heart of the education of all our pupils, and is therefore threaded throughout the whole curriculum and ethos of the school. We strive to create an environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

## **Implementation**

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Teachers are aware of the need to plan opportunities to develop spiritual, moral, social and cultural needs. Our newly written curriculum (developed by subject leaders), along with subjects such as PSHE and RE, develop SMSC in a variety of ways. Many others activities and events are planned that continuously promote SMSC. Our school values; *Resilience, Respect, Pride, Integrity, Cooperation and Honesty* help to promote and implement SMSC in our school.

## **Impact**

Our children will grow and flourish, and strive to be '*The best that we can be*'. They will respect others and be respected, accommodate differences, demonstrate resilience, know right from wrong, enjoy learning and show creativity, be reflective, work co-operatively and be honest.

## **Spiritual**

Pupils' spiritual development is shown by their:

- knowledge of and respect for different faiths, feelings and values and the ability to reflect on their own;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning; and
- willingness to reflect on their experiences.

Through our PSHE scheme of work 'SCARF' and our weekly 'Class Huddle', children are helped to gain an understanding of their feelings and emotions, and their likely impact on themselves and others. They are given periods of time to reflect upon this and also upon their own beliefs.

The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism.

Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise (for example, a snowfall, an egg turning into a stick insect, or a caterpillar into a chrysalis and then butterfly, or an astronomy night at school studying the stars).

## **Moral**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions; and

- interest in investigating, and offering reasoned views about moral and ethical issues.

The PSHE scheme of work includes units dealing with issues regarding rules, right from wrong, negotiating difficult situations, emotions, caring for one another, making and keeping friends.

Class Rules are developed and written with the children and school values are promoted and encouraged. All classes have a 'Recognition Board'; each week, each class decides on their target and any pupils whose name has been added to the board by the end of the week earn a point for their house.

There is a structured reward system in place so that all children can earn 'dojo' points for good behaviour, as well as academic achievement. House prizes are awarded at the end of each half-term (in the way of events like movie afternoons) so that everyone shares in the success.

We have a structured and consistent behaviour system which is implemented throughout school (please refer to our Behaviour Policy). There is regular communication to discuss difficult behaviour, to ensure that all staff are supported and good ideas are shared.

## Social

Pupils' social development 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 social settings, co-operating with others and resolving conflicts effectively; and
- ability to contribute positively to life in modern Britain.

Our PSHE scheme of work covers work on Relationships and Valuing Difference. Discussion, turn-taking, communication, interaction and co-operation skills are all an important part of this work.

Children participate in various visits within the community, for example the school choir visit care homes, Year 4 and 5 swim at the local pool, and the whole school has strong links with the local church.

There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play games together and take part in imaginative play on their own and with adult guidance. Where necessary, children are guided by adults to resolve any conflicts. We also have a pastoral team of two Learning Mentors that work with individual children and small groups to help them to develop social skills.

## Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting and cultural opportunities;
- understanding of different cultures in school and the wider community; and
- interest in exploring, understanding and respect for cultural diversity.

Children learn about annual celebrations of religious festivals throughout the year for example: - Harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.

Our Geography and RE curriculum explore other cultures and religions.

Our PSHE curriculum includes a unit 'Valuing Difference'.

SFA and writing units include stories and pieces of writing from other cultures.

Children participate in a wide range of arts, sporting and other cultural opportunities provided by the school and through connections with many local and national organisations (for example, The Grundy Art Gallery, Blackpool Football Club and The Royal Ballet Company).

### **Where can you find SMSC at Devonshire Primary Academy?**

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- School Values
- Assemblies
- Class Huddle
- Recognition Boards
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (e.g. Student Council)
- Special days (e.g. fundraising, cultural visits, sports days)
- Junior Leadership Team
- Anti – Bullying Week
- Mental Health Ambassadors
- Peer Mentors
- Playground Buddies
- School Choir
- Afterschool clubs
- Resilience Committee
- SEND events
- Church events
- Charity events

### **British Values**

We have a British Values Policy and promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

The values of democracy, the rule of law, individual liberty, tolerance and respect are demonstrated daily by both the staff and children at Devonshire Primary Academy through assemblies, elections, school council meetings, rewards and charitable events, to name a few.

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