

SMSC

The SMSC (Spiritual, Moral, Social and Cultural development) curriculum can be described as the “hidden curriculum”. It is all the things that we do in at Tyntesfield to build up children’s spiritual, moral, social and cultural understanding, thoughts and experiences. It is not taught as a discrete lesson, instead it is part of the ethos of the school which children experience daily. It is woven into our behaviour expectations and our attitudes in school and a key thread of our Life Skills Curriculum. We want to create confident, responsible, and well-rounded adults who have an aspiration for self-improvement and can compete equally with their peers in a world beyond school life in modern day Britain.

Below is an overview of the ways we develop SMSC at our school:

<u>Spiritual development:</u>	
<u>Impact:</u>	<p>“The diversity of *** learning over the past year has been great. She’s regularly come home and enthusiastically told me about what she’s learned that day.”</p> <p>“Caring, diversity, communication are all excellent”</p> <p>“Encouraging, Inspiring, Inclusive”</p> <p>“Tackle racial comments quickly and effectively”</p> <p>“Greatly improved library and range of books coming home”</p>
<u>Intent:</u> What does Spiritual development mean to us at Tyntesfield?	<p><i>This element focuses on the children developing a set of values, principles, and beliefs which they use to inform their perspectives on life and their behaviour. It involves children exploring the beliefs of others and encouraging the children to respect the faiths, feelings, and values of others. Underpinning this, is the knowledge and understanding of the British Values mutual respect and tolerance. Spiritual development is shown by:</i></p> <ul style="list-style-type: none"> ○ <i>Our beliefs, religious or otherwise, which inform our perspective on life and our interest in and respect for different people’s feelings and values</i> ○ <i>Our sense of enjoyment and fascination in learning about ourselves, others and the world around us, including the intangible use of imagination and creativity in our learning</i> ○ <i>Our willingness to reflect on our experiences</i>
<u>Whole school implementation:</u> How do we teach Spiritual development at Tyntesfield?	<p>As a school, teachers and SLT approach the teaching and learning of spiritual development consistently through:</p> <ul style="list-style-type: none"> ○ We encourage spiritual development during RE lessons and by welcoming, accepting and celebrating the spiritual beliefs of others within our school community. ○ A rigorous and robust Religious Education scheme from Foundation Stage to Year 6 ○ Whole school assemblies, including special assemblies covering topics such as Remembrance and religious festivals ○ Teaching and learning about festivals and celebrations ○ Celebrating diversity, different faiths, and cultures across school both through the curriculum and during key events ○ Topics/ projects to allow children to learn about the world around them ○ Diverse range of library books and class novels which promote and celebrate different aspects of spirituality ○ Spiritual development is embedded in EYFS practice and practitioners do many things which help foster it

<u>Moral development:</u>	
<u>Impact:</u>	<p>“Strengths- behaviour of pupils”</p> <p>“Firm But fair discipline. Takes into account each child’s individual needs and acts accordingly”</p> <p>“Wellness Wednesdays’ are key for my child’s understanding of her health, wellbeing and growth”</p>

	<p>"The school and staff are very open to hearing concerns and dealing with them very quickly and efficiently. I am also updated frequently"</p>
<p>Intent: What does Moral development mean to us at Tynesfield?</p>	<p><i>Moral development focuses on children's knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted behaviours of society. It relies on their knowledge and awareness of values and attitudes of individuals and society. Underpinning this, are the values and understanding of democracy, law, liberty, respect, and tolerance. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school underpin this. Moral development is shown by:</i></p> <ul style="list-style-type: none"> o <i>Our ability to recognise the difference between right and wrong and our readiness to apply this understanding to our own lives</i> o <i>By understanding the consequences of our actions (restorative behaviour approach)</i> o <i>By demonstrating an interest in investigating, and offering reasoned views about, moral and ethical issues.</i>
<p><u>Whole school implementation:</u> How do we teach Moral development at Tynesfield?</p>	<p>As a school, teachers and SLT approach the teaching and learning of Moral development consistently through:</p> <ul style="list-style-type: none"> o We develop moral understanding and problem solving through our behaviour expectations and policy (restorative and relational approach) o In Life Skills, Wellness Wednesdays and RE lessons we look specifically at actions with a moral dilemma and discuss them to develop the children's understanding, this includes using Solution Circles with our Upper Key Stage 2 children o Developing positive sporting behaviours o Developing empathy towards others and showing concern for other people's feelings and emotions, including understanding equity vs. equality o Fundraising days o Discussions of right and wrong- reflective practice o Promoting making right choices and modelling of positive behaviours in school o Use of a positive reward systems which promote intrinsic motivation o Additional school policies and documentation (SEND/ Inclusion) o Assemblies based around moral issues o Learning about other cultures and countries – respecting the values and ways of life of others o Pupil Parliament o Links and visits from local police, fire service and community PSO o Discussions and debates around matters in the world, promoted through Newsround and other curriculum opportunities o Acceptance and celebration of similarities and differences- e.g. SEND (e.g. ADHD awareness assembly), cultures, faiths, personalities (character strengths) o Tolerance and acceptance of others' views- Pupil Parliament, Pupil Health Champions (pupil voice) o Rejecting all forms of bullying, cruelty, dishonestly, violence and discrimination o PSED Curriculum (EYFS)

Social development:	
<p>Impact:</p>	<p>"The school ethos and balance of focus between well-being (which is prioritised) and academic performance is managed very effectively"</p> <p>"The teachers and TAs treat each child as an individual. We feel part of a very happy school community. The school has a fantastic range of activities for children and their families, for example woody wanderers, school dog, poet visit and mystery reader"</p> <p>"Focus on wellbeing and mental health"</p> <p>"Quality of teachers, safety of children and passionate about providing an environment for all to achieve"</p> <p>"Strengths are range of activities, good focus on well being and individual learning needs and development"</p>
<p>Intent: What does Social development mean to us at Tynesfield?</p>	<p><i>Developing an understanding of the rights and responsibilities of living in a community and being a "responsible citizen" in modern Britain. It also includes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Our ability to recognise the difference between right and wrong and our readiness to apply this understanding to our own lives. Social development is shown by:</i></p> <ul style="list-style-type: none"> o <i>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</i>

	<ul style="list-style-type: none"> ○ <i>Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</i> ○ <i>Interest in, and understanding of, the way communities and societies function at a variety of levels.</i>
<p>Whole school implementation: How do we teach Social development at Tynesfield?</p>	<p>As a school, teachers and SLT approach the teaching and learning of Social development consistently through:</p> <ul style="list-style-type: none"> ○ Pupil Health Champion Mentors supporting younger children pastorally ○ We ensure all pupils have a voice through an elected Pupil Parliament ○ Prefect roles which include Litter Picking to promote looking after our environment ○ Community projects through Pupil Parliament which promote sustainability and looking after our local environment ○ School trips, visits and residential visits ○ Road safety assemblies ○ Bike ability training for Year 6 pupils ○ Positive and well-developed relationships with each other, parents and teachers ○ Life Skills Curriculum and progressive Wellness Wednesday half termly days ○ The use of the outdoor environment when delivering high quality learning opportunities – Forest schools and other curriculum opportunities ○ Physical Education curriculum ○ Unstructured times of day- e.g. playtimes/lunchtimes ○ After and before school clubs/ lunch time clubs (teacher and pupil led)/ Chill Zone ○ Charity fundraising days – e.g. Children in Need, Red Nose Day ○ Assemblies – focusing on British Values and social development ○ Targeted support to promote confidence and social skills through our Pastoral Care System ○ Transition days- dedicated time with new teachers to promote positive attachments ○ Secondary enhanced transition ○ Promoting and celebrating good manners throughout school ○ Inter-schools sporting competitions ○ PSED Curriculum (EYFS)

<u>Cultural development:</u>	
<u>Impact:</u>	<p>“The diversity of *** learning over the past year has been great. She’s regularly come home and enthusiastically told me about what she’s learned that day.”</p> <p>“Caring, diversity, communication are all excellent”</p> <p>“Tynesfield offers a broad and balanced curriculum which caters for all children”</p> <p>“Strength: Experienced teachers, all round curriculum, free musical instrument lesson”</p> <p>“In History we learn about first people going to the moon (different backgrounds). Assemblies covering different cultures and historical events. Culture club!”</p>
<u>Intent:</u> What does Cultural development mean to us at Tynesfield?	<p><i>Cultural development is defined as the knowledge and understanding of others’ cultural traditions. It is about feeling comfortable with a variety of cultures and experiencing a range of cultural activities (for example art, theatre, travel, concerts). Within cultural development at Tynesfield, children develop the fundamental British Value of mutual respect and tolerance. They do this through valuing and celebrating any cultural diversity in our school, our society, and the world. Cultural development is shown by:</i></p> <ul style="list-style-type: none"> ○ <i>understanding and appreciation of the wide range of cultural influences that have shaped our own heritage</i> ○ <i>willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</i> ○ <i>interest in exploring, understanding of, and respect for cultural diversity and the extent to which we understand, accept, respect and celebrate diversity, as shown by our attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</i>

<p><u>Whole school implementation:</u> How do we teach Cultural development at Tyntesfield?</p>	<p>As a school, teachers and SLT approach the teaching and learning of Cultural development consistently through:</p> <ul style="list-style-type: none">○ The cultural development of our children is encouraged and supported through our Religious Education, Art, History, PE and Music lessons○ Visits to museums, historical buildings and theatres○ Exploring the work of artists and musicians from other cultures○ Reading stories and information books about other cultures○ Music workshops and drumming performances○ Tasting and making food from other cultures○ Providing children with workshops with authors○ Dance workshops – e.g. street dance○ Regular singing assemblies and Music of the term○ MFL teaching○ Sports Day○ Promoting acceptance and sensitivity to other cultures and beliefs- celebration assemblies and celebrations in RE topics.○ Awareness of leadership- in home, at school and the wider context – e.g. UK parliamentary system○ Awareness of the global issues that impact on children’s lives- e.g. flooding/homelessness/ Coronavirus○ Celebrating different festivals – Chinese New Year etc○ Expressive Arts and Understanding the World Curriculum Coverage (EYFS)
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