



# Devonshire Primary Academy SMSC Policy



Adopted by Governors/HT: HT  
Implementation date: Sep 2016  
Review period: 2 Years  
Last review date: Dec 2023  
Next review date: Dec 2025  
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 curriculum (developed by subject leaders), along with subjects such as PSHE and RE, develop SMSC in a variety of ways. Many other 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 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 the six major religions; Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism. We encourage children to be open-minded and develop an appreciation of diversity. We endeavor to use artefacts, visit places of worship and have visitors from faith groups in school.

We encourage our children to use their imagination and be creative whilst engaging in both work or play. We aim to create and build an appreciation and sense of fascination in the world around.

## **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 action; 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.

Our Devonshire values have been carefully chosen to shape children into well-rounded, respectful individuals. The values permeate all aspects of school life, with children being recognised and praised for demonstrating them in and around school. All classes have a 'Recognition Board' displaying our values.

There is a reward system in place so that all children can earn dojos for academic achievement and jewels for demonstrating the 'Devonshire way'.

House prizes are awarded at the end of each half-term so that everyone shares in the success.

We have a structured and consistent behaviour system which is implemented throughout school (refer to Behaviour Policy). Positivity is our mantra but we have clear, logical consequences for unacceptable behaviour.

## 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 visiting care homes, Year 4 swimming at the local pool, and strong links with the local church.

There is a high level of staffing at lunchtimes and on the playground to promote appropriate social interaction. Pupils play together in games and imaginative play on their own and with adult guidance. Children are helped to resolve any conflicts.

Learning mentors work with individual children and small groups to develop social skills.

Our bespoke wellbeing curriculum, the PSHE curriculum and the clear tiered behaviour system support the children in improving resilience.

## 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

- interest in exploring, understanding and respect for cultural diversity

Children learn about other cultures and traditions through various medians, including the planned curriculum, assemblies, visitors to school and external visits.

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 a range of 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
- Well-Being 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
- School Choir
- Afterschool clubs
- SEND events
- Church events
- Charity events