

## SMSC – Delph Side Communit Primary School.

To ensure all children **enjoy** their learning and attending school.  
To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

### Intent

At Delph Side, developing our children's spiritual, moral, social and cultural development is at the heart of everything that we do. SMSC is embedded within our school values, ethos, attitudes and relationships between staff, governors, children, families and the wider community. As well as all of this implicit teaching, we have carefully identified where explicit teaching of SMSC is evident within our curriculum.

Many of our children face struggles both at home and within their local community, we therefore see it as our duty to **make the difference**. All staff are committed to inspiring and stimulating every child, equipping them with a love for learning and guiding them to grow and develop as unique individuals. We recognise and promote personal talents and strengths and we provide support and nurture in areas of need.

We are committed to promoting SMSC as we believe that the outcome of the opportunities we provide children with will extend beyond school life, having a lasting impact on our children now and in the future. Ultimately, we want our children to leave Delph Side as well-rounded members of their local community, knowing how they can go on to make the difference, respecting and tolerating difference and wanting to be the best version of themselves they can possibly be.

### Implementation

The promotion of SMSC development is the responsibility of everybody in school. All adults in school act as role-models to pupils, modelling behaviour and treating everybody with respect.

In some lessons, SMSC is explicitly taught:

- RE
- Jigsaw (PSHE)
- Heart Smart
- British Values assemblies
- British Values/Prevent afternoons linked to community problems e.g. hate crime, gangs etc.

In other lessons, teachers use teaching and learning strategies to promote SMSC:

- Building self knowledge, self esteem & self confidence
- Discussion

- Reflection
- pupil participation
- sharing thoughts & ideas with others
- identifying differences of opinion and celebrating these
- considering the needs of others
- showing empathy
- developing a sense of belonging
- encouraging learners to listen & talk to one another
- providing a culture where it is ok to agree and disagree
- ensuring children take turns, share resources & work co-operatively

As well as going on a range of school trips, children also enjoy welcoming visitors into school. They are taught to respect public services in England by meeting Police officers, Firefighters, prison officers etc. They gain an understanding of how they can contribute to the lives of those living in their local community by visiting care homes and the local SEND school.

The following table shows examples of how we promote SMSC:

<p><b>Spiritual</b></p>	<ul style="list-style-type: none"> <li>• <i>Through the RE curriculum children gain an understanding of a range of religions. Faith leaders have visited school (Faith Week). Children visit places of worship. Religious festivals are celebrated through assemblies &amp; theme days (Christingle, Diwali, Hanukah, CNY etc.)</i></li> <li>• <i>KS2 children celebrate 'French Day' every half term. They learn the language &amp; experience French traditions.</i></li> <li>• <i>The PSHE curriculum is embedded and taught weekly (JIGSAW.) Children are taught to reflect on their own experiences &amp; give understand other people's feelings and emotions may differ to their own.</i></li> <li>• <i>Heart Smart assemblies each half term &amp; weekly sessions aim to build resilience, wellbeing and healthy relationships.</i></li> <li>• <i>Weekly celebration assembly with parents developing our climate that every child can flourish.</i></li> <li>• <i>'Woodland School' in EYFS &amp; Outdoor Learning days in KS1 &amp; 2 encourage risk taking &amp; independence valuing children's questions &amp; thoughts/ideas about the world around them.</i></li> <li>• <i>Assemblies &amp; reflection on global issues (national disasters, terrorist attacks.)</i></li> <li>• <i>We support charities such as Children in Need &amp; Sport Relief encouraging children to do something good for those less fortunate.</i></li> <li>• <i>Our Family Well-Being Leader provides pastoral care for many children on a daily basis – a breakfast nurture group is run daily &amp; support is provided for those who need it during break &amp; lunch times.</i></li> <li>• <i>Lego therapy is run weekly for targeted children to help with emotions &amp; well being</i></li> <li>• <i>We celebrated Mental Health Day &amp; all classes now have a 'Mental Health Check In' display which children can use when needed.</i></li> <li>• <i>The SENCO runs half-termly mental health drop ins for families to come and discuss any worries/concerns.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• KD leads nurture groups for children who have suffered from bereavements.</li> <li>• Our school well-being dog is used to support children who may struggle with their emotions.</li> <li>• In 2018/19 we were part of the LCC School Linking Project – we were linked with a contrasting school in Burnley. Children had penpals and visited one-another working on joint projects.</li> </ul>
<b><u>Moral</u></b>	<ul style="list-style-type: none"> <li>• All children are aware of school rules. These are reinforced in class &amp; through assemblies.</li> <li>• There are fair and consistent consequences for negative behaviour displayed in each class – these are referred to when required.</li> <li>• Staff and pupil behavioural frameworks are displayed around school linking behavioural expectations to school values.</li> <li>• Children belong to house teams – good behaviour is rewarded with gold coins &amp; rewards given to winning team.</li> <li>• Restorative approaches are adapted by staff encouraging children to reflect on their behaviour &amp; understand the impact of their actions.</li> <li>• Good behaviour is rewarded in weekly assemblies through presentation of badges.</li> <li>• Good manners are modelled by adults and expected by children at all times.</li> <li>• Through the curriculum, children explore moral concepts (rights, justice, equality, right &amp; wrong etc.)</li> <li>• The Eco council have been awarded the green flag.</li> <li>• We promote measures to prevent discrimination on the basis of race/religion/disability/gender/sexual orientation/age etc. through RE, JIGSAW &amp; Heart-Smart curriculums, assemblies, visits from Police, visits from faith leaders, trips to places of worship etc.</li> <li>• Evidence from lesson observations show that an open &amp; safe learning environment is established – pupils feel confident to express their views and make decisions.</li> <li>• School council &amp; pupil parliament established allowing children to practice moral decision making. Children are taught to debate and discuss issues.</li> <li>• Year 6 children are all assigned a Reception buddy to look out for in the dinner hall &amp; on the playground.</li> <li>• Children are taught about online safety through half termly computing lessons &amp; annual 'Online Safety Day'.</li> <li>• We establish an annual assembly timetable which increases children's awareness of role models in the past &amp; from different cultures etc.</li> </ul>
<b><u>Social</u></b>	<ul style="list-style-type: none"> <li>• Our pupils compete in a range of sporting competitions against other schools.</li> <li>• We have established a link with our local SEND school &amp; we have termly inclusion events involving pupils from both schools.</li> <li>• We have good links within our community. Children visit Aaron Crest care home to spend time with residents.</li> <li>• Our children sing Christmas carols at the local shopping centre &amp; supermarket.</li> <li>• We invite our families into school regularly to take part in stay &amp; play sessions and themed afternoons</li> </ul>

	<ul style="list-style-type: none"> <li>• Through PE lessons &amp; sports clubs, children are encouraged to work as a team and follow game rules.</li> <li>• We hold an annual residential trip for KS2 pupils.</li> <li>• All pupils go on school trips within and beyond the local community each term (including trips to museums, theatre etc.)</li> <li>• Year 6 children are appointed house captains &amp; given responsibilities for their house teams.</li> <li>• Mock elections are held to appoint new school council members.</li> <li>• Children are consulted on key decisions – e.g. children voted for new school football kit.</li> <li>• Emergency services visit classes throughout the year.</li> <li>• EYFS children have a topic based on 'People who help us'</li> <li>• We encourage children to work co-operatively by using talk partners during lessons.</li> <li>• We recognise &amp; respect social differences through supporting events such as Children in Need &amp; Sport Relief.</li> <li>• Our pupils have organised charity days for causes which are close to their hearts (e.g. non-uniform days for homeless shelters &amp; Syrian refugee charity.)</li> <li>• Class assemblies &amp; Christmas performances</li> <li>• We recognise and respect national events (e.g. Remembrance Day – WW week, Bonfire Day, Royal Weddings &amp; Queen's Birthday.)</li> <li>• We mark Online Safety day &amp; Anti-bullying day with whole-school events.</li> <li>• We hold several courses for our parents throughout the year delivered by LCC.</li> <li>• Our uniform provides children with a sense of belonging.</li> <li>• We hold enterprise day &amp; children are responsible for the organising of and profits from the Christmas Markets.</li> </ul>
<p><b><u>Cultural</u></b></p>	<ul style="list-style-type: none"> <li>• We celebrate the different cultures of pupils within our school by displaying the flag from the countries where our children were born in the school hall.</li> <li>• We hold 'Faith week' annually to develop children's understanding and appreciation of different faiths in their wider community.</li> <li>• Through the RE curriculum, children learn about different religions &amp; visit places of worship.</li> <li>• RE lessons promote children to reflect on their own experiences &amp; how these relate to the shared beliefs and values of different religions.</li> <li>• We hold several themed weeks/days throughout the year (WW2 week, St George's Day, World Cup week, Olympics etc.)</li> <li>• Through our History curriculum, children learn about key historical events in Britain and their local community.</li> <li>• Through school council elections &amp; meetings children develop an awareness &amp; appreciation of the democratic parliamentary system &amp; how decisions are made &amp; values are shaped.</li> <li>• We have close links with OAKs church. The Reverend delivers assemblies on a termly basis.</li> <li>• Heart Smart &amp; PSHE sessions provide children with opportunities to debate &amp; discuss human rights &amp; learn to respect difference within their local &amp; wider communities.</li> <li>• The children have experienced a visit from local MP Rosie Cooper.</li> <li>• We recognise and celebrate the individual achievements of our</li> </ul>

	<p><i>children when they are out of school (e.g. dance, drama, sporting etc.)</i></p> <ul style="list-style-type: none"><li>• <i>All staff are aware who are Able &amp; Talented children are &amp; subject action plans reflect how we promote these children's gifts and talents.</i></li><li>• <i>IEPs are in place to ensure that our SEND pupils are supported.</i></li><li>• <i>Children are able to attend a range of extra-curricular to nurture talents.</i></li><li>• <i>Years 1-6 attend a trip to Liverpool Empire each year for the Christmas Pantomime.</i></li></ul>
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## **Impact**

We are confident that the teaching of SMSC is not left to chance. Activities are planned deliberately to ensure that there is a consistent approach to the delivery of SMSC issues, taught at an age appropriate level.

Our school values of **enjoy**, **embrace**, **evolve** are embedded within everything that we do. Pupils are fully aware of the values and what it means to belong to our school. They feel that they belong and they view their school as a safe place where they can discuss their beliefs, feelings and ideas.

By setting a meaningful context for learning and teaching children about issues which are happening within their local community we feel that we are equipping them with the beliefs and values which will enable them to make the right social and moral choices as they participate as active members of their community.

We measure the impact of our SMSC curriculum through the following methods:

- Pupil attitudinal questionnaires
- Learning walks
- Staff attitudinal questionnaires
- Annual audit of SMSC development