



## SMSC at Rose Wood

SMSC is the spiritual, moral, social and cultural development of the children in our school. At Rose Wood, we recognise that SMSC isn't a separate subject or something that stands on its own - it is woven through all areas of our school and teaching and sits at the heart of our provision. We have placed it at the centre as we recognise its importance and how it should therefore permeate every aspect of our curriculum and beyond. Our aim is that when someone steps into our school, the first thing that strikes them is SMSC. It should be evident in every pupil, every member of staff and in every part of school. Everyone should see that we have 'the whole child' at the centre of every decision we make and every experience we give them. In recognising the kind of citizens we want our children to be, we recognise the need for each and every child to develop spiritually, morally, socially and culturally.

The Ofsted handbook identifies outstanding provision for SMSC in these terms and we follow this guidance.

**Provision for the spiritual development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, and respect for, different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

**Provision for the moral development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**Provision for the social development** of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Provision for the cultural development** of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Opportunities to develop SMSC are taken at every opportunity at Rose Wood. These opportunities are planned for across school and throughout the school year.

- [Annual SMSC calendar](#)
- [Assemblies linked to SMSC](#)
- A comprehensive personal development programme which promotes SMSC.
- SMSC mapped out across school by each strand and across the curriculum (see below). SMSC opportunities are also identified on each 'Enquiry Driven Curriculum' plan. These can be seen on the year group pages.

<b>Spiritual</b>
Assembly programme mapped against PSHE themes, protected characteristics, school values and British Values
Comprehensive PSHE programme, using SCARF – including 'Me and my Relationships', 'Valuing Differences' and 'Being my Best' themes
RE curriculum in line with local agreed syllabus, with choices made to reflect local context
Opportunities to answer religious enquiry questions and reflect on own beliefs and beliefs of others
RE visits and visitors
SMSC calendar with key festivals and special days/events mapped out e.g. World Religion Day etc.
Key festivals/milestones celebrated and shared e.g. Nativity, Nursery graduation
Year group enrichment documents with memorable experiences mapped out
Learning Showcases across the wider curriculum with opportunities to present work in a range of ways and celebrate successes with different audiences
Opportunities to reflect to support personal responses to enquiry questions posed
Weekly whole school celebration assemblies, including celebration of external successes
Broad range of trips and visitors
Rewards including REAP awards, Dojos
Access to a wide range of quality literature, used to stimulate thinking, reflection and own work
Environmental strand within PSHE programme to develop appreciation of the environment
Celebration of personal milestones and beliefs, e.g. birthdays in assembly, celebration of important festivals of all children
Positive behaviour approach,
A broad curriculum offering opportunities to give children a wealth of knowledge and experiences
NHS Five steps to Well-being
Behaviour curriculum, including explicit teaching of manners and
Roles and responsibilities in school, helping children to grow and flourish e.g. Headstarters, school councillors
A wide range of extra-curricular activities to help children develop their own passions and develop and grow in an area which appeals to them
AfL approaches to encourage participation by all and give children the opportunity to reflect on their own responses and those of their peers

## Moral

Clear behaviour policy, including behaviour ladder to support children to understand the consequences of their actions

Restorative conversations used to support children to reflect on their behaviour and improve the choices made

Explicitly taught Rose Wood behaviour curriculum

Clear school values of 'Be Kind and REAP the Rewards' and positively worded rules based on these

Dojo system to promote praise for positive behaviours and ensure links with home to help support a 'team around the child' approach

Celebration assembly with certificates linked to our school values as well as class rewards for positive behaviours

PSHE curriculum promoting positive relationships, helping children develop empathy towards others

Charity days and discussions around 'charity' to help develop children's understanding of fairness and the power of action. Charities supported include Mind, Trussell Trust, Childline

Quality literature chosen to promote good choices, equality of opportunity and illustrate the impact of positive behaviours

British Values mapped out at whole school and year group level to help children understand the importance of rules and laws in modern Britain

Digital Literacy programme within PSHE and Computing linked to 'Education for a Connected World' to support children to make positive choices online and promote safe internet use – 'Safer Internet Week' promoted

Clear whole school definition of bullying shared regularly, Anti-Bullying Week promoted and bullying regularly revisited through our spiral PSHE curriculum

Moral and ethical issues debated throughout our 'Enquiry Driven Curriculum' e.g. 'Is Wrong Ever Right?', 'Humans v Nature: Which is Deadliest?'

Positive role models promoted through our curriculum e.g. Greta Thunberg

PSHE curriculum includes teaching of consent, appropriate and inappropriate touch to help children understand what is right and wrong and how to seek support from trusted adults

Worry boxes and worry monsters used to help support children to access a safe environment

Attendance Awards and incentives including 'Mr Cowley Challenges'

Extensive CPD for staff to help support children with SEMH needs and associated behaviours

Assembly programme mapped out, often using books as a stimulus, to help support children to make positive choices

Visitors in school to support children with the choices they make e.g. the police, the fire brigade

## Social

Shared school values of 'Be Kind and REAP the Rewards' (Respect, Empathy, Achievement, Pride) to help support children forge positive relationships

Rose Wood behaviour curriculum which includes clear expectations for manners

Clear behaviour policy which sets out expectations for positive relationships and identifies clear procedures and consequences

An RE programme in line with the local agreed syllabus, based on enquiry questions

Visits and visitors from a range of religions to support children to value those with different beliefs

A comprehensive PSHE programme which covers all aspects of relationships education but also goes beyond the statutory objectives to include a 'community' strand. Themes of 'Valuing Difference' and 'Me and My Relationships' run across the whole school.

Equality and Inclusion is promoted and is a key strand of our personal development provision which is shared on our website

Assembly programme supports children to be positive members of society, through developing understanding and tolerance of others and how difference should be celebrated. The assembly plan links to our school values, British Values, SMSC and the protected characteristics

Collaborative independence is promoted across school and identified in our 'Teaching and Learning at Rose Wood' document. This approach encourages children to work together to help develop their own skills and knowledge.

Literature selected to challenge stereotypes and give children opportunities to learn about different cultures and beliefs

Community events such as 'Macmillan Coffee Afternoon', 'Health and Fitness Event'

History curriculum where children learn about different societal structures and compare to Modern Britain e.g. the role of women in Ancient Greek society compared to today

Debates about moral/ethical issues through our Enquiry Driven Curriculum enquiry questions, with children encouraged to respect views of others

Wide range of extra-curricular activities, including clubs and competitions giving children opportunities to mix with people from different year groups and schools

A wide range of trips and visits to enable children to engage with other people and places outside of our immediate school environment

Learning showcase events enabling children to engage with parents and other adults in school and help develop children's presentation skills

Charity events to help children to understand the importance of helping others and recognising some of the challenges that people face and the support we can give

UKS2 Residential to Robinwood to help foster teamwork, resilience and co-operation with others

Oracy 21 - a programme to support children to articulate ideas, develop understanding and engage with others through spoken language

British values promoted to support children understand what is valued in British society and how to be a positive citizen in modern Britain.

## Cultural

Year group enrichment documents identifying cultural enhancements to each year group curriculum
SMSC Calendar mapping out cultural events for the year. British and global cultural events celebrated such as the King's coronation, the Olympics
Global learning through the wider curriculum such as fair trade farming, the impact of deforestation on communities in the Amazon
Cultural days such as India day, Greek Day
MFL including a focus on French culture
Learning about key British Institutions such as Parliament, major landmarks etc.
Knowledge about Britain's parliamentary system taught through our PSHE programme and reinforced through assembly. The democratic process in action is also planned for with election of school council etc.
Opportunities to participate in and respond to cultural opportunities such as theatre, music, sport and art
Opportunities to participate in cultural traditions such as pantomimes, seaside visits, Bollywood dancing
Wider curriculum designed to enable children to learn about a wide range of cultures and customs such as through the 'Enquiry Driven Curriculum' unit: 'UK and India: What's the same and what's different?' and 'What will happen to the world if the rainforests disappear?'
Diversity is celebrated and promoted through assemblies, literature, PSHE programme, wider curriculum. Whole school 'Diversity Week', culminating in a Colour Run to represent diversity.
RE curriculum supporting children's understanding of different faiths and cultures



Rose Wood  
SMSC Curriculum Map

## SCIENCE

At Rose Wood, we use scientific evidence to make sense of the world. Science has the ability to make us feel both enormously insignificant (compared to the scale of the visible universe) and enormously significant (we are genetically unique). It helps us understand our relationship with the world around us (how the physical world behaves, the interdependence of all living things). Making new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world.

## WIDER CURRICULUM

The wider curriculum at Rose Wood is designed to provide pupils with a broad range of learning experiences that foster the use of imagination and creativity in their learning

We provide pupils with a wide range of experiences to enhance their learning in the curriculum, such as school trips, visitors to school and experiences that promote awe and wonder such as hatching living eggs.

## We promote **SPIRITUAL** development through ...

### RE

At Rose Wood, we use the Middlesbrough Agreed Syllabus for teaching RE. This allows pupils to explore big questions about life, to find out what people believe and what difference this makes to how they live. This helps pupils make sense of religion, reflecting on their own ideas and ways of living. Pupils gain a respect for different people's faiths, feelings and values.

### ADDITIONAL OPPORTUNITIES

Memorable experiences such as trips and visitors help children to develop a sense of enjoyment and fascination in learning about the world around them. Each and every child has an opportunity to take part in outdoor learning experiences.

## ENGLISH

The English curriculum at Rose Wood is based around quality texts that aim to engage pupils in their learning and foster a sense of enjoyment and fascination in books. Pupils are encouraged to use imagination and creativity in their own writing.

### PE

In PE, pupils are able to develop their skills and in doing so, learn about themselves. Through activities such as dance and gymnastics, they are able to be creative. Pupils can reflect on their experiences through discussion with their peers.

### PSHE

At Rose Wood, we use 'SCARF', a whole school approach to behaviour, safety and learning - improving mental and physical wellbeing. Many lessons include learning tolerance and respect for others.



## **RE**

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# We promote **MORAL** development through ...

## **BE KIND AND REAP THE REWARDS**

At Rose Wood Academy, our school values of 'Be Kind and REAP the Rewards' underpins everything we do and is the foundation of our behaviour policy. We actively promote kindness and tolerance to help instil a strong sense of moral values into our pupils. Pupils are then able to apply this understanding to their own lives and understand that they are responsible for their own actions. They are then able to articulate the consequences of their actions for themselves, others and wider society.

## **WIDER CURRICULUM**

Through our enquiry driven curriculum, pupils at Rose Wood are given the opportunity to explore a wide range of moral and ethical issues for example environmental issues.

## **PSHE**

At Rose Wood, we use 'SCARF', a whole school approach to behaviour, safety and learning - improving mental and physical wellbeing. Through the PSHE lessons pupils will learn about respecting rules and rights and responsibilities. They will learn to value difference, learn about British Values and how to take greater responsibility for their actions.

## **ENGLISH**

Through our selection of quality texts, pupils are given the opportunity to explore a range of moral and ethical issues. For example in Year 3 pupils read 'The Great Kapok Tree' and explore issues surrounding the destruction of the rainforests.

## **COMPUTING**

Pupils are taught how to keep themselves safe online. Through a carefully planned curriculum, they develop an understanding of the consequences of their actions.

## **ADDITIONAL OPPORTUNITIES**

Through visits by police and fire officers, pupils gain a better understanding of legal boundaries and a greater respect for civil and criminal law in England. They learn to apply these to their own lives.

## **REAP**

At Rose Wood Academy, our motto 'Be Kind and REAP the rewards' underpins everything we do. We have high expectations regarding behaviour and encourage pupils to be kind and tolerate each other. Good behaviour is rewarded through our 'Dojo' system. Kindness and good behaviour are celebrated at our weekly celebration assemblies. Pupils who are not able to be kind at playtimes and lunchtimes are given opportunities to reflect on their behaviour.

## **ADDITIONAL OPPORTUNITIES**

Children are taught to understand the concept of charity and helping others. We take part in national events such as 'Children in Need' and support local charities such as the food bank. We also teach children about current events, why people have been affected and how we can support people affected. For example, support for the people of Ukraine and gifts at Christmas for local people affected by the cost of living crisis.

Parent Support Advisor -

Our PSA is available to any of our children or families to support them and help resolve any issues they may have.

## **We promote SOCIAL development by ...**

### **PSHE**

At Rose Wood, we use 'SCARF,' a whole school approach to behaviour, safety and learning - improving mental and physical wellbeing. Through the PSHE lessons, pupils will learn about respecting rules and rights and responsibilities. They will learn to value difference, learn about British Values and how to take greater responsibility for their actions.

## **WIDER CURRICULUM**

The wider curriculum at Rose Wood is designed to give our pupils the best possible chance to thrive in and contribute to the wider world.

Tasks are carefully designed to allow the development of interpersonal skills and allow pupils to participate in co-operative debate and role play that promote the skills of conflict resolution.

Experiences to enhance topics, such as educational visits or visitors to school, give pupils the opportunity to interact with a variety of different people. Pupils are given the opportunity to experience real life situations to develop personal qualities and social skills.

Our Enquiry Driven Curriculum plans give pupils the opportunity to appreciate the rights and responsibilities of individuals within the wider social setting (families, school, local and wider communities) and to develop understanding of how communities and societies function.

### **RE**

At Rose Wood, we use the Middlesbrough Agreed Syllabus for teaching RE. This allows pupils to explore big questions about life, to find out what people believe and what difference this makes to how they live. This helps pupils make sense of religion, reflecting on their own ideas and ways of living. Pupils are given the opportunity to explore moral and ethical issues and appreciate the viewpoints of others on these issues.

## WIDER CURRICULUM

Our Enquiry Driven Learning plans are designed to develop pupils understanding of how Britain has developed the diverse and rich culture we have in this country today. Through this curriculum pupils are given the opportunity to:

- Explore their own culture and the culture of others (locally and internationally) to develop their understanding and respect for diversity, as well as their ability to challenge assumptions and negative stereotypes;
- Participate and respond to a well selected repertoire of cultural media and traditions in order to develop a sense of personal enrichment, an appreciation of culture, human creativity and achievement.
- Have a range of opportunities to express their own particular gifts and talents in music, sport, the arts, technology and literature in order to develop personal creative qualities.

## We promote **CULTURAL** development by ...

### ENGLISH

At Rose Wood, we recognise that understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.

Through carefully selected texts, pupils are able to improve their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

### ADDITIONAL OPPORTUNITIES

Trips, visits to museums, art galleries, and places of worship give our pupils the opportunity to experience the rich and diverse culture of modern Britain today.

### REAP

At Rose Wood Academy, our motto 'Be Kind and REAP the Rewards' underpins everything we do. We actively promote kindness and tolerance to help instil a strong sense of moral values into our pupils. Pupils are then able to apply this understanding to their own lives and understand that they are responsible for their own actions. They are then able to articulate the consequences of their actions for themselves, others and wider society.

### RE

At Rose Wood, we use the Middlesbrough Agreed Syllabus for teaching RE. Exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### LINK SCHOOLS

At Rose Wood, we have fostered links with schools with a different cultural make-up. Pupils have had opportunities to come together to celebrate diversity by learning about their own and different cultural traditions.

