**SMSC Curriculum at The Meadows**

At The Meadows school, we have threaded our SMSC curriculum content throughout our PHSE, RE and creative arts curriculums with specific opportunities for development.

SMSC is delivered through a curriculum that;

* Enhances community and celebrates cultural diversity within our school through our British Values.
* Is inclusive and underpins personal development across all individual learners within the school.
* Develops self-confidence with heavy emphasis on emotional wellbeing.
* Encourages our learners to be self-motivated and as independent as possible by developing inquisitive based skills which allow them to develop their problem solving and cognitive abilities.
* Enables all learners to contribute to and play an integral role in their community and the wider society.
* Encourages learners to become inquisitive and curious about their education.
* Promotes an equal value on their physical and mental well-being to ensure they are prepared for life after The Meadows.

At The Meadows, students are encouraged to contribute to and take part in whole school activities and elements that involve the wider community. We welcome all cultures into our school to give our learners the opportunity to explore and share aspects of their own lives with others. We take part in national charity fundraising events, such as Comic relief, and international days or periods such as Remembrance day and Black History month, which allow our learners to develop an awareness of the needs of others, and promoting kindness towards others.

Our SMSC content plays heavily within our RE curriculum, which focuses on different celebrations periodically across the year held by different cultures and religions, thus developing curiosity surrounding different lifestyles and focusing on the respect and tolerance of different faiths and beliefs. We celebrate events such as Holi, the festival of colour, Diwali, the festival of lights, and Easter amongst others, ensuring that all cultures and religions of our own pupils are celebrated to ensure a level of mutual respect and democracy is adhered to in line with our Fundamental British Values.

All students at The Meadows have an Educational Health Care Plan (EHCP), and consideration of our learner’s SMSC needs are utilised when developing their Social, Emotional Well-being target needs. We invite external organisations such as the Open Theatre company and Open Orchestra to deliver rich engaging sessions for our learners on a regular basis, as well as one off sessions throughout the year to support our curriculum content and celebration days such as bhangra drummers or The Oily Cart with our learners’ SMSC needs in mind.

Offsite visits further provide opportunities to develop self-confidence, social skills and community awareness, with the opportunity for residential visits at times. Students are able to access their community with the support of familiar staff, allowing them to enjoy their experiences whilst working towards their personal development.

Our KS3 cohort follows a thematic curriculum approach, enabling them to approach SMSC learning in a variety of different ways. This allows them and us to find the most appropriate format of learning for them, giving staff the opportunity to assess their social, emotional and well-being needs early on during their time at The Meadows.

Our KS4 cohort utilises the WJEC accreditive units which incorporates PHSE relevant topics, allowing room for an SMSC focus. Their work experience skills begin here, lending itself nicely to community involvement and setting the foundation for advanced learning in KS5.

Our KS5 cohort follow the ASDAN Life Skills accreditation, and therefore not only have PHSE focused units lending themselves to SMSC, but also Life Skills challenges and work experience sessions to develop a stronger understanding of their community, and preparing for life in Britain after The Meadows.

Themed assemblies, celebrating religious events and learning about other religions, celebrating birthdays, offsite visits, accreditive units and external practitioners delivering creative content are merely a few of the opportunities our pupils have to develop their experience and understanding of the world around them.

Through teacher’s planning and delivery, teachers explore the spiritual, moral, social and cultural needs of our learners in a variety of ways, such as;

**Spiritual-** Utilising reflective periods and plenaries, allowing pupils to reflect on their experiences, feelings and values. Allowing our learners to enjoy learning about themselves and the lives of others around them.

**Moral-** Linking to our British Value, the Rule of Law, staff place emphasis on what is right and wrong through allowing learners space to understand consequences of behaviours and actions. Behavioural support is also offered here for learners exhibiting challenging behaviours, and so regulation time can be offered to reflect on their actions to develop an understanding of the consequences.

**Social-** Developing social skills in different contexts and with different people through altering working groups, staff support, teamwork exercises community involvement and independent job-based tasks.

**Cultural-** Participating in different artistic and musical cultural opportunities to develop some awareness of the cultural heritage of themselves and others.