



SMSC DEVELOPMENT POLICY

This policy applies to the whole school, including the EYFS

Introduction

The Spiritual, Moral, Social and Cultural (SMSC) development programme at St. Piran's School underpins the school's pastoral system, its commitment to 'Respect, Kindness and Inclusivity' and its Christian ethos. It focuses on staff and pupil relationships and pupil inter-relationships, developing their sense of self-worth, good citizenship and an understanding of their role in the wider community. This policy takes account of **The Education (Independent School Standards) (England) (Amendment) Regulations 2014, alongside our** Equal Opportunities for Pupils Policy.

What is SMSC?

SMSC stands for Spiritual, Moral, Social and Cultural development. All schools in England must show a commitment to promoting the following aspects:

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system

Aims

St. Piran's SMSC curriculum is supported through the 'Jigsaw' and 'Life Lessons' programmes of study. The spiral curricula they provide, builds and develops pupils' learning from Year 1 to Year 6, providing consistent progression as children move up the school.

The aims are to:

- encourage pupils to respect fundamental British values;
- develop pupils as self-confident, responsible individuals who respect democracy, the law and other public institutions;
- promote balanced views and respect for others;

- ensure that pupils are not exposed to partisan or extreme political views in the teaching of any subject.

These underpin St. Piran's values of 'Respect', 'Inclusion' and 'Kindness' and the aims of the school's SMSC development programme, to ensure that our pupils:

- take time for reflection
- understand what makes for positive relationships with others;
- develop positive relationships with other members of the school and the wider community;
- know and understand what constitutes a healthy lifestyle;
- are aware of safety issues, in and out of school;
- have respect for others and demonstrate how to show this;
- are independent and responsible members of the school community;
- are positive and active members of a democratic, inclusive and multicultural society
- develop self confidence and self-esteem, and make informed choices regarding personal and social issues;
- acquire social independence and competence.
- understand the importance of looking after their and others' positive mental health

Whole School Objectives

These aims are explicitly taught throughout the school through circle times, assemblies, awareness events, time-tabled PSHE lessons, cross-curricular activities. When an incident occurs that challenges the above aims and values, a curriculum response is formulated to educate and promote understanding across a whole class or year group. The teacher uses this as an opportunity to deliver a teachable moment to reinforce values and respectful behaviour. Outside of the classroom, pupils have opportunities to show that they can take some responsibility for themselves and their environment in extra-curricular activities. They lead and take part in assemblies and develop their social and citizenship skills through a variety of activities, such as fundraising, sports fixtures and community projects. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and people. As members of a class and St. Piran's School, they know how to share, take turns, play, help others, resolve arguments and resist bullying.

SMSC development in Pre-Prep

From EYFS to Year 2, PSHE forms an integral part of everyday school life. Courtesy and consideration for others are encouraged and all children are given the opportunity to develop a sense of responsibility for the school community as set out in the St. Piran's mission statement. Children are encouraged to develop a deep sense of respect in the weekly assemblies, through circle time activities and via the 'Thought of the Week.' Throughout their time in Pre-Prep, pupils develop their understanding of Christianity and other faiths in order to form the foundations of their spiritual awareness.

In EYFS, the seven areas of Learning and Development make up the skills, knowledge, and experiences appropriate for children as they grow, learn, and develop. Although presented as separate areas, everything learned is linked. Children's learning and development occur as an outcome of their individual interests and abilities and planning takes account of these.

By focusing on encouraging children's sensitivity and awareness (of self and others) their personal, social and emotional development is improved. Through developing skills of reflecting on experience their knowledge and understanding of the world is more relevant. Their academic development is improved when their personal development (including the spiritual, moral, social, and cultural dimensions) is addressed.

Each week the PSHE curriculum is delivered through interactive learning, using a range of teaching styles. There is a cross curricular approach to the subject and children are encouraged to cooperate, collaborate and be considerate to others in all lessons and playtimes. Staff will quickly respond to any incidents which arise in and out of the classroom through circle time discussions.

SMSC development in Years 3 to 4

In Years 3 and 4 pupils continue to learn about themselves as growing and changing individuals, and as members of St. Piran's School and the local community.

Spiritual Awareness

Children have the opportunity to reflect on their own experiences, the experiences of others and on the wider world in daily assemblies and form times. We encourage children to consider how their spiritual beliefs can help them to make good social choices. Whilst we are a Christian School, an understanding of and celebration of all religions is promoted. The comparative religions of Judaism and Islam are studied in Year 3 and 4, respectively.

Moral Awareness

Children are encouraged to be considerate and courteous to their peers and teachers. Clan points are awarded to those who demonstrate the expected behaviours and who adhere to the school rules. Our PSHE curriculum focuses on such topics as understanding their rights and responsibilities, identifying role models, and understanding that actions have consequences. We aim to nurture kind and respectful pupils who act responsibly, are trustworthy and who show a level of independence in their decision making. From Year 3, pupils are invited to put themselves forward for positions of responsibility on the school's Pupil Parliament. They take part in a democratic process of delivering a speech to their peers who then vote on which class representative should sit on the Eco, Learning, Safety and Wellbeing Councils.

Social Awareness

At St Piran's we encourage our pupils to develop their own ideas and understanding through hearing the views of others. They become more mature, independent, and self-confident as they learn to empathise with, accept and respect others' points of view.

Our PSHE curriculum includes activities such as creating a class charter. The children learn the skills to keep themselves healthy and safe. We consider our role in the different communities

to which we belong. We focus on co-operation, respect, our strengths and the strengths of others. Successes are celebrated in the weekly Chapel assembly and whole school assemblies. All children are encouraged to work co-operatively and will work in group-based activities across the curriculum.

Their confidence is further developed through the provision of a wide range of experiences gained through going on school trips and the Year 4 residential trip . Children are given the opportunity to take on classroom responsibilities and represent their class as a member of the Pupil Parliament. A caring attitude for others is encouraged through the playground buddy system. Children will also consider unfair discrimination, what it means to be inclusive and discuss issues such as being safe. and the annual Friendship Week, which coincides with National Anti-Bullying Week. Children will be involved in fund raising activities to help a variety of local, national, and global causes.

Cultural awareness

Children in Year 3 and 4 broaden their cultural understanding through the teaching of comparative religions, through visits to theatres, museums and through visiting speakers/workshops. Our PSHE curriculum covers topics such as valuing differences, respect and avoiding prejudice. Children experience the process of democracy through being involved in the election of class council members, who will then present the class views and suggestions at the school parliament meetings. Their understanding of different cultures, religions and political systems are expanded through the study of different periods of history (Tudors, Romans, Anglo-Saxons, ancient Egyptians) and different geographical locations (Africa).

SMSC development from Years 5 to 6

Children in Year 5 and 6 should demonstrate the strong sense of the values that they have been taught throughout their time at St Piran's. They are encouraged to be confident, responsible, reflective and show respect for all others. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. The Year 5 & 6 SMSC curriculum is delivered through formal teaching, activities and discussion. Talks on Internet safety and Cyber-bullying are delivered by a CEOPS trained speaker.

Spiritual Awareness

Children should reflect maturely on their own experiences, the experiences of others and on the wider world in our daily assemblies. The children are encouraged to take a more active role in preparing and presenting these assemblies. We continue to encourage children to consider how their religious beliefs can help them to make good social choices. Respect of all religions is promoted. Respect for religions is promoted, and the children study the major world religions (Christianity, Hinduism, Judaism, Islam, Sikhism and Buddhism) in RE lessons within St Piran's Harmony Curriculum. Jigsaw and LCP resources and units of work also provide a wealth of opportunities to explore spirituality within world faiths.

Moral Awareness

We aim to develop pupils who are responsible, who are trustworthy, who make positive contributions and who show independence in their decision making. Children are encouraged to show respect for their environment, to adhere to school rules and have a strong moral conscience. Children who act accordingly are rewarded with Clan points. Our PSHE curriculum

focuses on such topics as our rights and responsibilities, role models and standing up against peer-pressure. Moral and ethical debates and discussions are encouraged in all curriculum subjects, particularly within RE, and forms a core part of our teaching of the Harmony Curriculum.

Social Awareness

Children in the Upper School learn how society is organised and governed. Through their study of Citizenship and in their Leadership week in Year 6, they become more mature, independent and self-confident as they learn to value, accept and respect others' points of view and strengths/weaknesses. Children develop their understanding of British society and study local and national government and public institutions. They are encouraged to understand the importance of rules and have the opportunity to demonstrate these skills through duties and leadership roles, given to all Year 6 pupils.

Our PSHE curriculum includes topics such as community, conflict and resolution. The children discuss ways to keep themselves healthy, through a sensible diet and exercise, and safe, looking at the potential dangers facing young people both on and offline. Successes are celebrated in the weekly Upper School assembly and whole school assemblies. All children are encouraged to work co-operatively and will work in group-based activities across the curriculum. The provision of a wide range of experiences, gained through school trips and residential trips, means that their confidence is further developed.

Children are given the opportunity to support younger children, for example through the weekly 'Connecting Classrooms' sessions. Pupils in Year 5 may represent their class on one of the Pupil Parliament Councils and in Year 6, all pupils apply for a variety of leadership roles, in which they succeed in gaining at least two. For those in Year 6, whom have been nominated for the roles of Head Boy, Head Girl or prefects, they are responsible for demonstrating the values and ethos of the school to the wider community at events such as Open Mornings and 'Future School Fairs'.

The impact of bullying and cyber-bullying are discussed regularly during form times, PSHE lessons and assemblies. They are also during the annual Friendship Week, which coincides with National Anti-bullying week. The children will develop an understanding of the importance of identifying and combatting all forms of discrimination. To help them to understand how they can contribute positively to the lives of others, children will be involved in fund raising activities to help a variety of local, national and global causes. They are given the opportunity to volunteer for community projects.

Cultural Awareness

To help the children to acquire an appreciation of their own and other cultures, they will make visits to theatres, museums and a variety of places of worship. They will broaden their cultural understanding through the teaching of comparative religions and through workshops or hearing visiting speakers. Pupils' cultural experience is further enhanced through their visits to other countries, e.g., the Year 5 trip to France or the South African exchange.

Our PSHE curriculum covers topics such as celebrating differences, inclusivity and avoiding stereotypes. They will learn that Britain is a democratic society and they will experience the process of democracy in school through the School Parliament, but will be made aware that not all societies are democratic. When discussing politics, no political views will be promoted

and the children will be presented with balanced opposing views so that they are able to form their own opinions. Their understanding of different cultures, religions and political systems are expanded through the study of geography, different periods of history (Feudalism in medieval Britain, the Crusades, Tudors, Victorians), religious education, art and textiles.

Assessment and record keeping

The pupils' development is tracked as follows:

EYFS:	Pupils' individual records
Pre-prep:	Behavioural tracking system
Middle School/Upper School:	Written work is recorded in their individual PSHE files/books either on paper or on their devices. Pupils' weekly attitude to learning score is recorded, which gives an indication of their effort and attitude in RE.

Subject specific detail

Pre-Prep: at least 40 minutes is allocated to the subject throughout the week

Middle and Upper School: a 40 minute period is timetabled each week.

Provision for children with Learning Difficulties and Disabilities

The PSHE curriculum is fully inclusive and all pupils are treated with sensitivity.

Provision for Gifted, Able and Talented (GAT) Children

See specific GAT policy.

Use of ICT

ICT is used to support learning, record thoughts, and give visual examples which bring key messages to life and clearly illustrate learning objectives.

Examples include:

- Use of media such as online videos eg: Pathways to religion
- Knowledge Box
- Websites e.g. Bibleworld, Biblegateway etc
- You Tube clips
- PowerPoints
- Multimedia – Canva, Pixton, OneNote etc
- Ipads and recording devices.

Health and Safety Provision

In line with the aims and priorities of the Children Act 2004 which reinforces the five outcomes from Every Child Matters, the PSHE curriculum covers the issues of staying healthy and safe.

Environmental Awareness

Children are made aware of the importance of the environment and encouraged to join one of the strands of the St Piran's Eco-school initiative.

Equal Opportunities

The staff will aim to ensure children will have equal opportunity to develop their potential regardless of gender, ability, cultural or religious background.

In PSHE, equal opportunities may be the focus of the lesson as well as a permeating theme. PSHE actively encourages children to develop good relationships. All the children have full access to a range of learning opportunities and experiences.

Cross-curricular links

Science – healthy eating, sex education

Geography – Looking after our environment, Eco-schools, Sustainability, studying the developing world

History – study of societies and the SMSC similarities and differences within them

English – stories which raise issues, promoted diversity and challenge stereotypes

Sport / PE – water safety, staying fit and healthy, team spirit and fair play

RE – comparing and understanding different religions and the importance of faith to believers

IT – Friendship posters

Art / Textiles – paintings which depict social differences, study of art and textiles from other cultures

Reporting to parents

Reporting to parents is conducted orally when required as part of the school's open door policy. In Middle and Upper school there is the weekly attitude to learning card which indicates pupils' weekly effort and attitude to learning. Feedback is given during parents' evenings and a RSE (Relationships and Sex Education) parent meeting is held once a year for all parents.

Reviewed by:

Deputy Head Pastoral & Head of PSHE

Date:

3 Sept 2025

Next Review Date:

Sept 2027