

# Palatine Primary School

## SMSC Policy



Reviewed: October 2020

Ratified by the Management Committee:

Date of next Review: September 2023



## PALATINE PRIMARY SCHOOL

### Social, Moral and Spiritual and Cultural Development

#### Introduction

#### Aims

At Palatine Primary School we aim:-

1. To give pupils the knowledge and understanding they need to lead confident, healthy independent lives.
2. To enable pupils to reflect on their own experience and understand how they develop personally and socially.
3. To explore the spiritual, moral, social and cultural issues that are part of growing up.
4. To be aware of their responsibilities, rights and duties as individuals and members of communities.
5. To understand and respect our common humanity, diversity and differences. (ref. Curric.2000)
6. To develop British Values

#### Planning

The SEMH lead is responsible for the SMSC curriculum and this is reviewed yearly. The Schemes of Work for SEMH are used to support the SMSC curriculum alongside the Foundation Stage, Therapeutic Learning Plans, IMPACTs and other curriculum approaches. Teachers plan accordingly to develop SMSC in their pupils through their short term planning. It corresponds to the 'SEMH' and 'World around me' areas of the curriculum. Where applicable links are made between SMSC themes and other areas of the curriculum or school life e.g. *Healthy Eating through eating during Snack time and school dinner time*. Pupils using the Schemes of Work as their key learning document are facilitated to engage in SMSC development through their termly timetabled learning.

Pupils who use the ImPACTS curriculum (those yet to engage in subject specific learning) develop the themes of SMSC through their learning area "Personal, Social and Emotional Wellbeing" and this is facilitated through two key areas – Towards Self Help and Towards Self Advocacy.

In the Foundation stage children follow Personal Social and Emotional Development as part of their daily planned provision and environment which supports their learning. They also use the Characteristics of Effective Learning to support them in this way.

Some pupils learn explicitly using a Therapeutic Learning Plan where pupils learning is focused to working with others, managing feelings and behavior, achieving and learning and developing wellbeing.



Assessment and reporting

Teachers follow the feedback, marking and response policy and the Pupil Progress and Achievement policy to support them in assessing and reporting progress and outcomes in pupils' Social, Cultural, and Spiritual Development

In Leading the Development of the SMSC curriculum the deputy head will

- Review SMSC in line with government initiatives and guidelines.
- Updating and evaluating current planning and changing or reviewing plans with the children's needs in mind.
- Advising and supporting staff in the planning, delivery and assessment of SMSC.
- Managing and developing all resources for SMSC.
- Monitoring and evaluating SMSC throughout the school.
- Ensuring that SMSC is a high profile subject within the school.
- Keeping up to date with current developments through attending courses and disseminating this information to staff.
- Networking and meeting with other teachers of SMSC from similar schools to discuss new information, policies, planning, assessment etc.
- Assess and review Healthy Schools Status to maintain accredited award.

This Policy was reviewed: - October 2019

Review date: - Sept 2022