



## Spiritual, Moral, Social and Cultural Curriculum (SMSC) at Camelot Primary School

At Camelot Primary School we promote the personal development of children - spiritually, morally, socially and culturally (SMSC) – and understand the significant role it plays in their ability to learn and achieve during at school.

We recognise the importance of key British Values; tolerance of others, the rule of law, the role of democracy, the importance of being part of the community, the ability to resolve conflicts in an appropriate way and an understanding of their cultural heritage. At Camelot, we support every child's personal development of key values in each of the four areas.

We enable every child to feel happy, safe and valued through our warm and supportive environment, and aim to provide our children with opportunities to explore and develop:

- their own spiritual awareness
- an understanding of their own social and cultural traditions
- their own values and beliefs
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an appreciation of the diversity and richness of cultures within Britain today.

### **Spiritual Development**

All areas of the curriculum may contribute to spiritual development. This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

#### **Our Aims**

At Camelot Primary School pupils are provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Allow them to develop a range of personal values and beliefs based on a sense of inquisitiveness and respect towards their own and other beliefs
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others
- Develop their self-esteem, understanding and belief in themselves
- Explore the spiritual values of others
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences

This is delivered through:

1. A curriculum which develops self-esteem and knowledge, and an ability to reflect on and develop individuals' own spiritual values
2. Teacher and pupil led assemblies that encourage reflection and development of pupils' opinions and moral compass
3. Regular school council meetings to involve pupils in the life of the school
4. Educational trips that enrich daily provision and understanding of the wider community and cultures, which promote a sense of awe and wonder about the world
5. A rewards system developing pupil self-esteem using recognition awards at all levels
6. A reflective approach to learning through formative assessment – pupils having ownership of where they are, where they need to get to and how they can achieve their next steps
7. Displays of pupil work to encourage a sense of pride and therefore a sense of expressing the talents of the individual

## **Moral Development**

Moral development refers to knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. Camelot Primary School has a robust behaviour policy and staff promote a supportive approach to the management of challenging behaviour.

### **Our Aims**

Camelot's Code of Conduct promotes the concept of exceptional behaviour by:

- Using kindness, patience and commitment in dealing with any problems
- Showing nothing less than our best to all and in all situations
- Being compassionate and to show a sense of humour to all

This is delivered through:

1. Teaching pupils a range of strategies to support good behaviour in all aspects of school life with clear models of good behaviour from pupils and staff and reinforcement of expectations both inside and outside of lessons
2. Raising pupil self-esteem and awareness of wider community and societal responsibilities as well as the value of good manners and conduct
3. Providing clear expectations of behaviour to which all can aspire
4. Being explicit about what adults and pupils in the school can expect from each other
5. Integrating behaviour management into all areas of school life through a structured system of praise and accountability
6. A peer mediation structure focused on conflict resolution and restorative justice
7. Assembly themes on moral issues, developed and reinforced during lesson time
8. The use of team work across the school
9. Curriculum weeks or days that focus on local, national and global events that provide additional opportunities for teaching about morality and behaviour
10. Specific lesson time and discussions based on moral issues across the school community

## **Social Development**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

### **Our Aims**

Pupils will be encouraged to:

- Maintain and develop relationships within the school working successfully with other pupils and adults in the school community
- Take responsibility for their own learning, respond positively to the opportunities offered and to develop initiative
- Actively participate in the school community and beyond into the wider community outside of school
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities

This is delivered through:

1. Elected school council representatives that work with the senior leadership team to feedback views, ideas and concerns to their year groups
2. Individualised provision and adaptation in daily and subject specific lessons
3. Consistent and effective working relationships with parents and carers that develop social skills and personal qualities
4. The development of skills in reflection, speaking, listening where pupils have the ability to learn both with teacher interaction and support, but increasingly with more independence
5. Pastoral intervention in which children are supported to make appropriate positive choices.

## **Cultural Development**

Camelot's daily provision promotes the cultural traditions of our own area, and the ethnic and cultural diversity of the world. Cultural development refers to pupils increasing their understanding and response to these elements, and which give societies and groups their unique character.

### **Our Aims**

Pupils will be encouraged to:

- Experience a range of cultural activities through literature, music, technology, art and design, dance, drama and sport
- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills
- Recognise that similarities and differences may exist between different societies and groups
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides

This is delivered through:

1. Curriculum topic work across the school which explores "culture" in all its various forms in relation to specific subject areas
2. Daily assemblies which have weekly themes to explore SMSC and cultural diversity. Other events are also celebrated with drama, art and dance along with specific assemblies such as Remembrance, celebrations of Easter and other religious festivals

3. Educational visits to places of interest such as libraries, museums, galleries, theatres, places of worship and other establishments in order to better understand other cultures and ways of life
4. Historical and geographical visits in and outside our local area including residential trips
5. Access to the Internet in order to explore cultures and activities as extension learning