



Shakespeare

Primary School

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SMSC

2024-2025

Definitions

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

“the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement”.

Ofsted 2020 definition of cultural capital

Spiritual development focuses on an individual’s own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to use others religion to understand their own feelings and emotions enabling them to reflect and to learn.

Moral development involves exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development includes learners working effectively together and participating successfully in the school community as a whole. During a pupil’s social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learner’s to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

At Shakespeare we provide many opportunities for SMSC in carefully thought about ways. The impact this has on children includes personal interactions, how children behave, how they manage their feelings and difficult situations, their views on the world and how they see the part they play. This is recorded and evaluated using the Golden Themes. (See ‘delivery’)

We communicate these ideas with children by using the phrases:

Spiritual- **Me**, my attitudes, myself

Moral- **My thoughts**, my choices

Social- **My relationships**, my rights, my responsibilities, my community

Cultural- **My experiences**, my contributions, my appreciation, my respect

Aims

As a Leeds school in the heart of the city we want our children to contribute to towards:

- Building a community where there is respect, understanding and tolerance.
- Developing connections between communities locally, nationally and globally.
- A society in which they are active citizens, taking care of the environment and their neighbours who live in it.
- Making Leeds a safe, clean, green
- Improving their own physical and mental well-being by taking an active and informed role in all areas of their personal development.

Our curriculum of excellence will ensure children develop as collaborative, resilient learners who, as they move from one stage of school to the next, take an increasing responsibility for their learning. Woven through the curriculum are our Golden Themes that teach the children the knowledge, values and qualities that will help them be responsible citizens who can make positive choices and thrive.

SMSC Curriculum Delivery

	Foundation stage	Key stage one	Lower key stage two	Upper key stage two
Social justice and equity (Autumn 2) <i>Anti Bullying Week</i> <i>Children in Need</i> <i>Year Group Charity Drives</i>	<ul style="list-style-type: none"> • what is fair and unfair • importance of caring and sharing 	<ul style="list-style-type: none"> • what fairness means • examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> • how fairness may not always mean equal treatment • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels 	<ul style="list-style-type: none"> • ways of defining and measuring poverty (relative and absolute) and inequality • inequalities within and between societies and how these change • wider causes and effects of poverty, inequality and exclusion
Identity and diversity (Spring 2) <i>Sport Relief</i> <i>Autism acceptance month</i> <i>Stephen Lawrence Day</i>	<ul style="list-style-type: none"> • similarities and differences between self and others • uniqueness and value of every person 	<ul style="list-style-type: none"> • similarities and differences between peoples in local setting and also in wider contexts • what contributes to self-identity and belonging 	<ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these 	<ul style="list-style-type: none"> • benefits and challenges of diversity • impacts of stereotyping, prejudice and discrimination and how to challenge these • importance of language, beliefs and values in cultural identities
Sustainable development (Summer 2) <i>Bike to School Week</i> <i>Walk to School Week</i>	<ul style="list-style-type: none"> • living things and their needs • how to take care of the immediate environment • possibility of change in the future 	<ul style="list-style-type: none"> • positive and negative impacts of people's actions (including own personal choices) on others and the environment • how people can damage or improve the environment 	<ul style="list-style-type: none"> • people's dependencies on the environment • basics of climate change (causes and effects) • environmentally - responsible living and global inequalities in ecological footprints 	<ul style="list-style-type: none"> • differing views about development and quality of life and their measurement • UN Sustainable Development Goals and progress against them • importance of biodiversity • wider causes and implications of climate change

	Foundation stage	Key stage one	Lower key stage two	Upper key stage two
Peace and conflict (Spring 1) <i>Peace and Conflict Class Assemblies KS2</i> <i>Playground Friends</i>	<ul style="list-style-type: none"> • how own actions have consequences • some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> • causes of disagreement and conflict at personal, classroom and household levels • some ways of avoiding, managing and resolving conflict 	<ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving and preventing conflict, including 'win-win' solutions • examples of conflicts past and present in own society and others 	<ul style="list-style-type: none"> • wider causes and effects of conflict at all levels • importance of resolving conflict fairly • role of non-violent protest in social and political change
Human rights (Summer 1) <i>National Children's Day</i> <i>Read your Rights teacher visits</i>	<ul style="list-style-type: none"> • basic needs for human life 	<ul style="list-style-type: none"> • rights in class and school • the need to respect the rights of others • basic human rights and how some people have these denied 	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied • those responsible for rights being met (e.g. teachers, local and national government) 	<ul style="list-style-type: none"> • Universal Declaration of Human Rights • importance of citizens, societies and governments respecting and defending people's human rights • current and historical human rights issues and movements in own country and elsewhere
Voice and influence (Autumn 1) <i>Class Charter</i> <i>Pupil Voice Vote</i>	<ul style="list-style-type: none"> • rules in class and school • how rules can help us 	<ul style="list-style-type: none"> • how to take part in making and changing rules in own class / school • uneven sharing of power and how some people are excluded from decision-making 	<ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part in making and changing them • basics of how our own country and region is governed 	<ul style="list-style-type: none"> • basic national, regional (e.g. EU) and global governance structures and systems, and differences between countries • how a lack of power and representation can result in discrimination and exclusion • the power of collective action and role of social movements and governments in tackling injustice

For further details of how SMSC features in our wider curriculum, please click on the Year Group curriculum overviews which can be found here:

<https://www.shakespeareleeds.org.uk/about-our-school/our-curriculum/>

Working with parents

It is important that parents and carers support what we are doing in school regarding the spiritual, cultural, moral and social skills of pupils. We encourage parents' involvement through our 'open door' policy, newsletters, class assemblies, parent surveys and our parent voice group. Parents are also invited to attend meetings prior to pupils' attendance on residential visits, at the start of each academic year and at many planned special curriculum events in order for parents to gain a fuller understanding of the social and cultural elements of our curriculum. Throughout the year various parent workshops and events are hosted in school by our teaching team and external agencies to ensure our children's SMSC development is extended beyond the gates of the school.