



SMSC at Eden Park Primary and Nursery School

*“Spiritual, Moral, Social and Cultural (SMSC) development is the **over-arching umbrella** that encompasses personal development across the whole curriculum.” (SMSC organisation/ Young Citizens.)*

At Eden Park Primary and Nursery School Academy, we place children at the centre of what we do and every decision that we make. We work hard to create a friendly, inviting and stimulating environment for children to thrive in, and couple this with high expectations and a determination that children will succeed. We aim to develop learners who are passionate, independent and proud.

The School Core Values

The school Core Values are central to our work in SMSC, Personal Development and an understanding of fundamental British Values. They are an essential tool in the personal development of all children. Our five core values are embedded in all their experiences, and specifically within planning and teaching.

Each of the five values are represented to the children as superheroes. Each has an accompanying structured framework. These form a guidance to staff, supporting both planning and delivery. We aim for the values to be actively taught and not just experienced.

The school is immersed in these values. They are visually present in every classroom, form the basis for rewards, feature in all assemblies and act as a reference point of the staff and children throughout the day, both in and out of the classroom. They form the central spine of our behaviour policy and our planning and teaching.

In summary, the Core Values are:

Isabelle Independence: children are encouraged to be confident, think for themselves, take risks, persevere, ask questions, solve problems, make connections and organise their ideas.

Toby Teamwork: children are encouraged to communicate, listen, cooperate and work together as a team with responsibility for both their own and others’ learning.

Crystal Creativity: children are encouraged to challenge and question. They will be able to make connections, envisage what might be, explore ideas and keep options open. They will reflect critically.

Roger Respect: children are encouraged to be aware of others, to have empathy, to respect the natural world and to be reflective.

Willow Wellbeing: children are encouraged to be reflective and thoughtful members of the community who can focus on the positives of everyday challenges.



How we teach SMSC

We use a range of vehicles to deliver SMSC in the school:

- 1) Weekly PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural Development) lessons, that promote reflective thinking and positive messages including those concerning behaviour, mental health, wellbeing and resilience. This also includes a specific programme for SRE.
- 2) A weekly assembly built around the PSHE curriculum, led by senior staff but also guest speakers.
- 3) A weekly assembly built around the promotion of a single element of one of the school values. The children receive recognition through awards when they are seen to demonstrate this focus trait.
- 4) Weekly Religious Education sessions.
- 5) When teaching, adults are encouraged to refer the children to one of the core values, such as using teamwork activities in maths.
- 6) Through enrichment: a weekly programme where every child (Y1-6) is able to elect an activity to complete which interests and inspires them. This also supports a positive behaviour model.
- 7) Through our curriculum, where deliberate links are made to highlight pertinent aspects - such as the study of scientists that represent diversity, history that reinforces the concept of democracy, or Geography where the curriculum aims to teach about every continent and the diversity of people within them.
- 8) Through a curriculum that includes trips and visitors that broaden the children's experiences such as a study of castles, have visiting wildlife experts accompanied by animals in school or residential trips.

Spiritual Development

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

Examples of experiences which promote spiritual development at Eden Park:

- Developing curiosity and mystery, through open-ended Learning Enquiries.
- Inspiring awe and wonder through the use of the outdoor environment to engage learning, for instance through our wild for learning garden, reading garden and explorer garden.
- Encouraging connection and belonging through teamwork activities, including working together to produce high quality Values scrapbooks for every class.
- Considering prayer and worship, and exploring belief and faith, through a focussed weekly RE session. This includes visits to places of worship and engagement in acts of remembrance.
- Wellbeing through focused sessions on this core value.
- Opportunities to engage in activities such as yoga through our enrichment programme.
- Allowing time for personal reflection, for instance in reviewing learning.
- Personal development sessions designed around the child, either through Thrive or Enrichment sessions.
- Celebration of major festivals, including an annual study of armistice, a nativity and an annual Christmas church service.
- Engagement of local faith leaders in assemblies and the curriculum.



Moral Development

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

Examples of experiences which promote moral development at Eden Park:

- A curriculum that encourages raising funds for charities such as ShelterBox (Year 6 Geography.)
- Giving the children the chance to become responsible citizens, through the Citizen Council who have created “Resolutions for the Planet.”
- A curriculum that encourages the children to become informed about environmental impacts of action, such as Year 4 studies of the oceans in Geography.
- Providing a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school, through our Respect Core Value. This supports children in understanding right from wrong.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
- Rewarding expressions of moral insight and good behaviour, including extrinsically through our reward system. (Respect certificates and the Sir Tom Moore Award.)
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.
- Exploring the moral decisions characters make in texts that support the teaching of writing, such as Year 2, “Fatou Fetch the Water.”
- Discussion with all classes to develop a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions and to take responsibility.
- We help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social Development

Social: investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Examples of experiences which promote social development at Eden Park:

- Delivering experiences that allow children to work collaboratively, supporting our Teamwork Core Value, for instance when producing IT supported presentations.
- Active teaching of teamwork through sports, including regular sports festivals to encourage social engagement.
- The children volunteering their time to support the running of the school through a set of child-led committees in school which lead in allocated areas, such as library leads, ecowarriors, technicians and play leads.
- A Citizenship Council that votes on and decides the charities that the school will raise money for. This council provides opportunities for children to exercise leadership and responsibility, as well as using the democratic process. It shows them how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Interaction with local charities and the school through curriculum opportunities.



- The children are given opportunities to identify key values and principles on which school and community life is based. This allows us to foster a sense of community, with common, inclusive values.
- A PSHE curriculum that encourages pupils to recognise and respect social differences and similarities, and works through Thrive with some children who find this challenging.
- A PHSE and IT curriculum that raise awareness in the children of social media and how to use it critically.
- A bespoke system to acknowledge the children's active involvement with opportunities in school as well as outside of school, based on the concepts of the "Children's University," but created to be relevant to all children, including the disadvantaged.
- Curriculum outcomes that developed children's oracy through presentations and discussions.

Cultural Development

Cultural: appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Examples of experiences which promote cultural development at Eden Park:

- Groups of children completing performing arts projects for local organisations such as elderly people's homes and local festivals.
- A curriculum shaped around cultural opportunities and local attractions such as a local art gallery, the museum, local geographical features.
- A curriculum that puts performing arts at its centre: every child in the school takes part in a performance every year, including stage shows and music recitals.
- Art outcomes for the children, who learn about a specified range of artists and produce work in this style to teach their parents about.
- Music assemblies each week that develop a joy in singing but also allow the children to listen to and discuss a wide range of musical genres that are played as a deliberate and planned programme.
- Taking part in cultural opportunities at local and national level such as the fish quay celebrations and the lantern parade.
- A humanities curriculum shaped around the way people live and have lived, including belief and society, teaching children to accept that people have different faiths and beliefs, and that these should be tolerated and accepted.
- A strong modern foreign languages curriculum that starts in Key Stage One and is based on children becoming lovers of languages.
- A fully elected citizenship council that asks candidates to present to their class in hustings, reinforcing the importance of democracy. The council is run on democratic lines, for instance in electing chairs of sub-committees.
- Celebrating and encouraging their own successes with raising awareness of charities through volunteering their own time. This is rewarded through the highly prestigious "Sir Tom Moore Award."
- Celebrating their own interests and talents through a weekly article in the school newsletter.
- Extending pupils' knowledge and use of cultural imagery and language through a specific RE programme.



The recording and development of SMSC

Each class at Eden Park maintains a “Values Scrapbook” as a central record of the experiences that the children have had, and as a record of their learning. These books are high quality and maintained as much as possible by the children. They are monitored and shared as a staff on a termly basis and the best examples of work shared more widely.

Within the scrapbooks, you could expect to find: (a non-exhaustive list)

- Records of the children’s work in RE, either writing or artwork.
- Callouts of the children where our core values are recognised.
- Reflections on assemblies, including children who have been selected for special praise.
- Individual achievements of the children, both in and out of school.
- Celebrations of success for the class such as class awards or sports achievement.
- Specific teaching of the values and references to how the value has supported learning.
- Links to the community and community events, including trips and visits.
- Reflective thinking.
- Recognition of major national events such as armistice, Earth Day, World Book Day.
- Records of outdoor learning.
- Reference to significant news and current affairs stories.

The children’s reflections and thoughts are also canvassed in relation to the school core values through a half term meeting with the Headteacher, reviewing the recent Learning Enquiry.

A staff survey and parent survey are conducted annually, seeking their views on the education, but also the behaviour and wellbeing, of the children.

School wide development of this area is structured through the annual School Development Plan. Within this all sections are relevant, but the most notable are the sections on “Personal Development” and “Citizenship.”