

Dry Drayton C.E (C)

Primary School



SMSC throughout the curriculum at Dry Drayton

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Title	SMSC throughout the curriculum at Dry Drayton
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Draft

SMSC throughout the curriculum at Dry Drayton

1. Aims

At Dry Drayton Primary School, we recognise that spiritual, moral, social and cultural (SMSC) development plays an important role in children's ability to learn, achieve and be happy individuals who can play a positive part in society. SMSC development is explored in our everyday practices, Collective Worship, RE lessons and school displays. Through these, it is embedded in our ethos and it is reflected in aspects of our vision, values and mission. We aim to provide an education that provides children with opportunities to explore, experience and develop these areas across the curriculum and throughout life in school.

At Dry Drayton Primary School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop and grow to be the best they can be. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

2. Spiritual development

Spiritual development relates to fundamental questions about the meaning and purpose of life, which affect everyone. It has to do with the universal search for individual and communal identity, and with our responses to challenging experiences such as death, suffering, beauty and encounters with good and bad. It is to do with the search for ways to answer these existential questions and for values by which to live. We aim to develop pupils' spiritual development through our '4 hearts relationships', these being relationships with:

- Me, myself, I (being a unique person and understanding self-perception)
- Others (how empathy, concern, compassion and other values and principles affect relationships)
- Nature (perceiving and relating to the physical and creative world through responses to nature and art)
- Divine (relating to the transcendental and understanding experiences and meaning outside the 'every day', which for some could be God)

We aim to develop spirituality through:

- Developing an environment where all pupils can grow and flourish (Core rights and responsibilities, School Council, Positive Behaviour Policy, Celebration Collective Worship, enrichment through visitors, trips and clubs, music and sport)

- Learning about how we mark important events from history and the people that shaped them e.g. Remembrance Day, Black history month, Saints' Days and our class saints
- Providing opportunities to ask questions e.g. What happens next? I wonder? Through lessons such as whole class reading lessons and role play to provide opportunities for spiritual reflection and empathy
- Developing resilience by encouraging pupils to challenge themselves in all aspects of learning and through challenges such as our 100 must read book challenge.
- Encouraging children to reflect on their learning and take steps to improve their work by responding to marking and feedback
- Experiencing a range of religions and world views through stories, celebration, enrichment days, visitors and visits to local places of worship both as part of collective worship and RE lessons. Asking and responding to questions posed about the meaning and purpose of religions, the impact on believers and relevance to their own life
- Maintaining regular visits and Collective Worship from the incumbent at St Peter and St Paul, our village church and holding festival services in church eg Harvest, Remembrance, Christingle, Easter and end of year.
- Incumbent's offer of support to staff, parents and children
- Maintaining an inviting and child friendly spiritual space and encouraging its use as a space for reflection
- Providing opportunities to develop an awareness of others and themselves through Personal, Social and Health Education (PSHE)
- Encouraging creativity as a route to wellbeing
- Embracing national events such as Children's mental health week
- Providing opportunities to explore artists and consider what they are trying to convey. To celebrate personal creativity and provide opportunities for pupils to review and evaluate their work
- Creating opportunities to read and play music eg ukulele, recorder, djembe and glockenspiel or sing as a class and school. Exposing pupils to a range of music during Collective Worship and encouraging them to reflect upon the emotions it evokes
- Developing an appreciation of the beauty and wonder of our natural environment through science, Forest School sessions and gardening and encouraging pupils to ask their own questions and follow lines of enquiry
- Embracing the Forest school curriculum and embracing outdoor learning whenever possible so as to foster a love and respect for nature
- Use of regular mindfulness and yoga sessions

3. Moral development

Moral development is the process through which children develop valued attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws. Teaching pupils to distinguish right from wrong and fostering the desire to behave accordingly is an important goal at Dry Drayton.

We aim to develop morality through:

- Providing access to high quality books which explore themes of moral/social dilemmas and the consequences of acceptable and unacceptable behaviour considering different perspectives

- Exploring the consequences of acceptable and unacceptable behaviour in the past
- Using opportunities in sessions such as whole class reading lessons to discuss issues and develop higher order thinking skills.
- Using drama, debate and writing to consider different perspectives.
- Telling a range of stories in Collective Worship which offer moral guidance or pose moral dilemmas and providing opportunities to discuss their message
- Promoting an awareness of current affairs in Key Stage Collective Worship through the use of Newsround, for example, a subscription to First News newspaper (KS2) and encouraging discussion around current affairs
- Opportunities to consider how people treat the environment through Geography / Science / English / Eco and school councils, to ask questions and consider personal responsibility towards our world
- Teaching the benefits and potential dangers of the internet. Ensuring pupils are aware of E-Safety and how to behave appropriately and safely online
- Developing qualities of self-discipline, commitment and perseverance. Promoting positive sporting behaviour and understanding fair play and the importance of teamwork through PE lessons and participation in local competitions.
- Promoting positive behaviour in the school and the community through collective worship and special events such as Kindness Week.
- Promoting the idea that to get better at something, self- discipline and dedication are required eg learning a musical instrument, handwriting, learning tables
- Providing opportunities for discursive arguments in writing
- Learning about inventions and discoveries that have made the world better such as electricity and reflecting on how some may impact the environment

4. Social development

Social development refers to the process by which children learn to interact with those around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions. Social development crucially involves how children develop friendships and other relationships and how they handle conflict with peers.

We aim to promote social development through:

- Fostering a sense of community with common inclusive values such as Collective Worship, Positive Behaviour Policy, strong Church and village links and events such as the Summer Fair during the village Feast Week
- Encouraging children to work co-operatively in activities across the curriculum
- Providing positive Dry Drayton experiences such as theme days, celebration collective worship, productions, Christmas concerts, residential trip
- Providing opportunities to participate in the democratic process and participate in making community decisions such as school and class council voting, eco council
- Learning about how groups and communities organised themselves in the past
- Providing opportunities to explore the social dimensions of science such as energy, environmental, medical
- Providing opportunities for talk in a range of settings
- Learning how to communicate in another language (Spanish) and celebrating languages through European/International Day of Languages

- Encouraging children to be reflective and kind in their friendships
- Using peer mediation as a form of conflict resolution
- Actively supporting local, national and international charities and promoting courageous advocacy

5. Cultural development

Cultural development involves children having an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. It includes an understanding and appreciation of the range of different cultures locally, nationally and globally.

We aim to promote cultural development through:

- Providing opportunities to read high quality texts from different cultures such as Aesop's Fables and modern texts from around the world
- Learning the skill of communicating in another language
- Exploring the culture of other countries
- Providing the opportunity to learn a musical instrument (piano/ukulele/woodwind/singing) and exposing pupils to a range of music from across the world such as from a visiting Rwandan choir
- Singing songs from a range of cultures during singing collective worship and music lessons
- Exploring art from a range of cultures
- Taking pupils on visits such as to the pantomime, science week trip, a local farm, Felixstowe, Cambridge Museum and the Botanical gardens,
- Exploring and celebrating different faiths and cultures through lessons such as RE
- Providing opportunities to learn about cultures from the past through history topics
- Joining in with national events such as Children in Need, National Poetry Day and World Book Day

6. British Values

British Values statement

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs." The government set out its definition of these five British values in the 'Prevent Strategy' and emphasises that they are taught in all UK schools.

Dry Drayton Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The school accepts admissions from all those entitled to an education under British Law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group,

regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, political or financial status, or similar. It seeks to serve all.

Democracy

Democracy is common within the school where the promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns, are heard through our School and Class Councils, pupil voice, whole school voting on changes or policies and discussion to form the school motto. Children also agree a Class Charter at the beginning of each year where all children contribute to its drawing up. Pupils are taught to respect the right of every individual to have their opinions and voices heard. We encourage children to take ownership of not only their school but their own learning and progress and responding to feedback.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when managing behaviour and through school assemblies. The values of rights and responsibilities are used to help children understand the importance of laws. Pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.

Children are inspired to consider how their future career choices can be enhanced by their educational choices. There are visits and visitors planned to help inspire pupils to broaden their horizons for example to museums, theatre and local industries, Year 5 careers fair.

Mutual respect

The school's core rights and responsibilities have been part of discussions and assemblies and children have a good understanding as to what this means and how it is shown. These ideas are re-enforced through the curriculum, the school and classroom rules, as well as our behaviour policy. Additional support is provided for individual pupils, through intervention groups. This support helps to develop self-esteem and to practise strategies pupils can employ to help improve their respect for and interaction with others.

Understanding of those of different faiths and beliefs

Dry Drayton Primary School enhances pupils' understanding of different faiths and beliefs through celebrating our cultural diversity, reading a wide range of texts from other cultures and religious education studies. One of our 3 core rights is the right to be treated with respect and the responsibility to treat others with respect. Visits to different places of worship and religion focus days are part of the curriculum.