

Developing Spiritual, Moral, Social and Cultural (SMSC) Understanding Through our Personal, Social, Health and Emotional (PSHE) Curriculum



St Saviour's
Community Primary School

Here are some examples of how our broader curriculum promotes the development of SMSC through PSHE...

SPIRITUAL
<ul style="list-style-type: none"> • The teaching of PSHE provides children in all classes with time to reflect upon, develop and share their opinions and beliefs. • Children develop an awareness of other people's needs and wants through effective questioning and guided discussions. • In all year groups children explore their own identity and are taught to identify, discuss and respect the similarities and differences between themselves and others. • Children develop their confidence and self-esteem through a focus on developing a 'growth mindset' and a can-do attitude.
MORAL
<ul style="list-style-type: none"> • Children explore what is right and wrong and work out what we need to do in our communities to make sure everyone thrives. • They work well in groups and pairs and have sensible and thoughtful discussions without the need for adult supervision. • Children can talk about how they should behave and value the importance of shared behaviour morals and agreements. They understand why it is important to behave and follow rules and laws and can explain how this benefits society as a whole. • All staff consistently use the agreed behaviour rewards and sanctions and value the importance of talking to children about their behaviour. • As children progress through school and their language develops they become increasingly articulate and confident to talk about a variety of ethical and world issues. • Children are taught to show tolerance and respect in all aspects of school life and the curriculum.
SOCIAL
<ul style="list-style-type: none"> • Children are given lots of opportunities to work collaboratively in their learning through discussions, role play and shared work in class floor books. • They work well together, sharing and respecting each other's ideas and opinions. This starts as children enter school in Reception and children understand that this is always expected of them. • All children are involved in making decisions about school life through their involvement and feedback in the regular class council meetings. • Children have a strong sense of identity and can talk about their local community articulately. They have a clear understanding of the rule of law and can explain why it is important to know the difference between right and wrong.
CULTURAL
<ul style="list-style-type: none"> • Children learn about democracy through direct teaching of 'Rights and Responsibilities' in carefully planned units of work that focus on children's starting point and teacher assessments of what children need to develop. • Staff continuously focus on encouraging children to talk about their work, thinking about what has been successful and how it can be improved. • Children are taught to be respectful and tolerant of each other in all areas of their life, with staff acting as positive role models.