



SMSC – The Heart of the Curriculum at Cambrai

SMSC provision in our school is more than curriculum coverage or wider opportunities to develop the 'whole' of our children; it embodies what we do and how we do it. Our school motto of "Growing good people – doing great things" encapsulates our ethos and school values. Our strong ethos, coupled with our ultimate aim of our children leaving us as 'good people' ensures that the planned opportunities below are utilised to a greater aim than a curriculum opportunity; they are often just the starting point for supporting our pupils to be spiritually, morally, socially and culturally rounded people. We fully appreciate that some of the strongest SMSC work can come from real life current affairs and local issues – staff do not shy away from these, and neither do our children. Cambrai will be a confident and open school.

Below is a sample of the approach that we will take at Cambrai to develop our children's skills, knowledge and understanding in order to develop children's character.

Spiritual Development	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences.
<p>Areas of focus- we will ensure:</p> <ul style="list-style-type: none"> ✓ Dedicated RE lessons develop RE skills and importance across school – based on NYCC Local Agreed Syllabus ✓ Dedicated school pets – enjoyment and fascination about the world around them. Responsibility! ✓ School links with animal charities ✓ Children are encouraged to be confident to share and are proud their family belief systems ✓ High value of role play in Early Years – to develop imagination, creativity and fascination ✓ Forest School experiences within the school grounds ✓ A curriculum which celebrates and promotes creativity and imagination ✓ Whole school outdoor education programme, with children appreciating their own locality ✓ A myriad of trips and experiences outside of school, fostering genuine spiritual development and a sense of the wider world ✓ Strong links with Local Churches, including visiting school regularly and school visiting them ✓ Children value their environment – managing the plants and garden areas ✓ Whole community projects are embraced – such as the Big Garrison Clean Up' – reflecting on the role and values within their community ✓ We build links with religious buildings of other faiths 	

Moral Development	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
<p>Areas of focus- we will ensure:</p> <ul style="list-style-type: none"> ✓ A relentless focus on a bullying free school ✓ A strong PSCHÉ curriculum ✓ A fair and consistently applied behaviour policy – with a strong start in reception ✓ A House Point system tied to Fundamental British Values in action across school – children devised the criteria for this <p>Some key questions and foci interwoven throughout our curriculum:</p> <ul style="list-style-type: none"> ✓ Endangered Species, the morality of Zoos and Hunting Work ✓ Environmental Issues: looking after our beaches 	

- ✓ Should the Olympics be held in Greece every time?
- ✓ Why do we need to keep Britain tidy? Whose responsibility
- ✓ What do we ALL have to do in the UK?
- ✓ Why don't some people work? Should they?
- ✓ Human impact on the environment – can we change it? Should we?
- ✓ Do our moral responsibilities change as we get older?

**Social
Development**

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Areas of focus- we will ensure:

- ✓ A friendship Club for those who need it
- ✓ Children work harmoniously across school; there are no gender or cultural issues which stop children working together
- ✓ Children take the lead across school in various roles and positions; school council, playground buddies, Young Carers group and very committed school librarians – children are responsible for their school
- ✓ Children are consulted regarding school issues
- ✓ Every child represents the school at a variety of sporting events across the year – many festivals and sporting events planned across the sporting calendar: every child is good enough to represent the school
- ✓ Abundant charity opportunities across the school calendar: Harvest Appeal, Jeans for Genes, Christmas Advent Calendar, local charities
- ✓ Continued links with the Local Police – improving children's internet safety as well as the development of close ties across the year

Some key questions and foci interwoven throughout our curriculum:

- ✓ Does everyone have the same opportunities and life conditions – Human Rights
- ✓ The birth of democracy
- ✓ Why doesn't everyone speak English? Shouldn't they?
- ✓ Challenging stereotypes
- ✓ A North Eastern Identity
- ✓ Do we all have to believe the same things?
- ✓ Should wealth be spread evenly? Does everyone deserve the same?
- ✓ Social Skills – saying no to our friends?
- ✓ Social awareness – the power of the media on body image
- ✓ Can everyone get married?
- ✓ How do we have our say in how our country is ran?
- ✓ School 'Global Citizenship Education' Programme, building on 6 key themes of: democracy; individual liberty; respect for culture and faith; tolerance of difference; cultural heritage; diversity – including socio-economic

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Areas of focus- we will ensure:

- ✓ School mirrors political events, e.g. whole school General Election (with campaigning and voting) This is then compared to the national picture the following morning!
- ✓ Children are confident to share and are proud their belief systems
- ✓ Reading and a love of reading is at the heart of our curriculum
- ✓ A strong link with a foreign school
- ✓ A conscious effort to include a cultural range in teaching materials, e.g music, literature etc
- ✓ Educate and Celebrate ethos, training and work embedded across school
- ✓ Individual theatre trips for each class, including whole school theatre trips every other year to develop our whole community
- ✓ Link with Local Artists
- ✓ Each year group has at least one topic which reflects their own heritage
- ✓ A well planned out programme of assemblies
- ✓ Food features heavily in our school – children cook a variety of foods from a range of cultures

Some key questions and foci interwoven throughout our curriculum:

- ✓ Houses and Homes – local and afar
- ✓ Immigration Work / Rich and Poor Countries
- ✓ Dialects and Accents: local cultures and Traditions
- ✓ Racism and prejudice
- ✓ Who came to Britain after WW1 and WW2?
- ✓ How can we show respect to other cultures and their beliefs?
- ✓ School 'Global Citizenship Education' Programme, building on 6 key themes of: democracy; individual liberty; respect for culture and faith; tolerance of difference; cultural heritage; diversity – including socio-economic