

SMSC Curriculum Statement



Article 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 14 Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

Article 30 Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live

The intent of our SMSC curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. Enabling them to become healthy, independent and responsible members of a society with the cultural capital they will need to succeed in life. To help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At St. Leonard's Primary we aim to enable our children to become successful learners, confident individuals and responsible citizens. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum, equipping pupils with the knowledge and cultural capital they need to succeed in life.

At St Leonard's we ensure we teach a broad and balanced curriculum that promotes children to become global citizens. We actively promote the fundamental British values of democracy, the rules of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Spiritual Development

Pupils' spiritual development is shown by their:

- ability to reflect upon their beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions
- interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with fundamental British values of democracy, the rules of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, developing and demonstrating skills and attitudes that allow them to participate fully and contribute positively to life in modern Britain

Cultural Development

Pupils' cultural development is shown by their:

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

British Values

These are defined as being:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for those of different faiths and beliefs

St Leonard's actively promote these and encouraging pupils to respect other people.

The following are examples of how we secure the British Values:

Democracy

- Encourage pupils to express their opinions
- Hold elections each year for pupils to represent the school council
- Encourage pupils to be involved in decision making processes in the classroom and wider school
- Conduct debates about issues introduced through the curriculum
- Introduce pupils to the democratic processes in this country and an understanding of public services and what elected officials do for us
- Visit the local council and Houses of Parliament
- Write to local MP's/Councillors

Rule of Law

- Discuss and establish class and school charters - ensuring an understanding of how these are just and fair
- Instil in pupils an understanding of 'right' and 'wrong'
- Talk about how conflicts in and out of school could be resolved - encourage pupils to think about how wrongs could be put right
- Help pupils understand the importance of laws - and the difference between criminal/civil laws and religious/moral laws
- Plan for the police to visit school regularly as part of the curriculum
- Organise visits from magistrates and solicitors to talk about their jobs and the criminal processes

Individual Liberty

- Encourage the development of self confidence and self-esteem in pupils
- Promote positive attitudes to learning
- Discuss with pupils what 'freedom' individuals should be allowed
- Help pupils understand theirs and others rights
- Be a 'Rights Respecting School' (UNICEF)

Respect and Tolerance

- Discuss similarities and differences between people
- Help pupils to understand their own culture and introduce them to different cultures and ways of life
- Ensure a strong anti-bullying culture is in place in school
- Challenge stereotypes as well as any discriminatory behaviour
- Develop links with local faith communities
- Visit different places of worship
- Invite visits from people of different cultures



Being a Silver Rights Respecting School supports our SMSC curriculum.