

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# CURRICULUM ASPECT OVERVIEW

Social, Moral, Spiritual and Cultural

Curriculum





Leader: Hayley Carty (Assistant Head Teacher, Early Education)

## WHAT

Ofsted define Spiritual, Moral, Social and Cultural (SMSC) development as the 'overarching umbrella that encompasses personal development across the whole curriculum.'

SMSC at MCPA underpins all our aims and it is at the heart of our school's development. As stated by Ofsted, it requires us to consider 'the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.' SMSC alongside the fundamental British Values and our school's Community Qualities are taught and experienced as part of a broad and balanced curriculum and through wider opportunities. According to the DfE 'pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.' At MCPA we want our children to do more than tolerate, we encourage an ethos of solidarity and allegiance.

## WHY

The DfE requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society. This guidance relates specifically to the requirement to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act. The DfE also states the importance of establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

We know that SMSC plays a significant part not only in children's ability to learn and achieve but in their ability to relate fully to, and have the ability to access the world they live in. We therefore aim to provide children with an education that helps them become self-assured, confident, happy and positive young people and that prepares them well for the opportunities, responsibilities and experiences of life in modern Britain.

Being in a multicultural school and diverse community with over 30 languages highlights the importance of SMSC and the need for it to be at the heart of what we do. 66% of our families identify as non White British, this is twice the national average level. As such, it is important that we ensure that MCPA's approach to SMSC seeks to be representative of a broad spectrum of cultural experiences.

## HOW

SMSC is embedded in everything we do, both in the curriculum and through wider opportunities. Below is some specific information on what this looks like in each key stage. This document should be viewed alongside the curriculum overview documents, especially for PHSE and RE.

### EYFS

**Social:** Social development is core to the EYFS with pupils learning to communicate effectively, manage their feelings and behaviour and make/ maintain relationships with others. Many of these skills are learnt through playing and interacting with others, under the supervision and guidance of well qualified staff who use 'planning in the moment' to enhance the learning opportunities.

**Moral:** Children become familiar with our community qualities (Attitude, Behaviour, Courage, Determination, Enthusiasm, Friendship, and Grit) children are made aware of when they are demonstrating these skills and this is celebrated in class and during whole school assemblies. Circle time sessions focus on understanding how to manage situations and decisions, including learning what is the 'right way' to act/react in certain situations.

**Spiritual:** Children learn about 'People, Culture and Communities'. The children learn that people have different beliefs. We explore 5 religions (plus non-religion) and explore festivals and symbols which relate to these religions. Children share their own experiences of religion and festivals - this is a key aspect of the RE curriculum at MCPA, we can often learn from each other's experiences. It is therefore important that our children in EYFS learn to listen to each other and respect their views. In reception, children learn about the same religions with a focus on learning key facts about each one, this forms the factual basis for curriculum progression in RE.

**Cultural:** The children learn about similarities and differences between life in this country and life in other countries. Children talk about their immediate families and their community. In the EYFS we have a reading rich environment, we read books to children which develop their understanding of SMSC through storybooks and a range of nonfiction texts which link to a variety of countries, beliefs and cultures.

### Key Stage 1

**Social:** As a nurturing school, we know that children need to be constantly taught how to interact in different situations, including how to conduct themselves. This may be pre-planned and formal such as in the Y1 PHSE curriculum when children are taught how to recognise and express their feelings. It may also be responsive - our key stage 1 colleagues are very adept at identifying the need to hold a class circle time or playtime discussion in order to promote positive social interactions. Children who need further support with this are given it, this can include 'nurture play' as a supportive alternative to playtime which seeks to develop the social skills needed to have successful social times.

**Moral:** Development of children's moral compass is planned into the curriculum, such as in Autumn 2 PHSE when children across the school learn about bullying, how to prevent it and how to speak out against it. This unit of learning helps children to consider the 'right' and 'wrong' way to handle a situation and reflect on the fact that this might not always be as clear as we think. Moral development is not restricted to any one subject however, nor is it restricted to being delivered in the formal curriculum. Staff are very adept at identifying opportunities in a range of subjects and contexts to explore moral purpose, choices and morality in general.

**Spiritual:** The RE curriculum focuses on 5 religions which were identified because of their prevalence in our community. They are Hinduism, Christianity, Judaism, Sikhism and Islam. Our curriculum also regularly considers/ presents the views of people who are non-religious, atheist and/or humanist. In Y1, children build on their prior knowledge of the religions and consider what life is like for a British member of each religion. In Y2, this builds further with children learning where the religious teaching comes from in each religion. They are supported to consider at an age appropriate level, how inaccurate religious teaching could cause harm.

**Cultural:** MCPA is an extremely culturally rich school, the wide diversity of our families' heritages, makes for a varied cultural tapestry. Our role as educators, is to help our children to understand how we can stitch together our patchwork quilt to make something beautiful. Outside of the 'formal' curriculum and within lessons, our colleagues are very adept at drawing on their own and our children's experiences to enhance discussion.

In addition to this, our curriculum design ensures that children are gain extensive cultural capital through access to:

- An art & design curriculum which includes art from a board range of countries, cultures and eras.
- A music curriculum which covers a wide range of musical genres and counties of origin.
- An English curriculum which studies the work of authors and poets from a broad range of cultural backgrounds, religions and ethnicities. This includes some of 'the classics' balanced with contemporary texts.
- Reading for pleasure books which are written by a broad range of authors and include a diverse range of characters, who represent many of the protected characteristics of the equality act, in addition to a range of cultural experiences.
- An RE curriculum which teaches children about a range of religion and the impact which religious beliefs have on culture.
- A PE curriculum which includes sports from a range of countries.
- A humanities curriculum which teaches the history of Great Britain alongside the rest of the world. This includes how our culture has developed through time and influences.
- A school dinner menu which includes food from a wide range of countries and cultures.

## Key Stage 2

**Social:** MCPA's nurturing focus continues throughout school, children are continually taught how to interact in a range of social contexts. In Key stage 2 this includes developing an understanding of the role of relationships in adolescence, managing changing emotions and how this can impact on friendship. This is taught directly through the PHSE curriculum but is also reinforced in the class' circle times, morning meetings and review sessions. As throughout school, staff continue to dynamically support children's social development through reviews of social times and nurture play for those who need that extra support.

In key stage 2, children are also taught how to manage their social interactions in the virtual world through a heavy focus on e-safety and cyberbullying in PHSE and computing lessons.

**Moral:** As our children become older, they will experience a broader range of situations in life in which they may face choices or indeed dilemmas relating to morality. Our key stage 2 curriculum seeks to equip children to make the right choices through direct teaching in PHSE, for example a focus on substance use in Y5 Sp2 and discrimination in Y6 Au1. In addition to this, the key stage 2 staff regularly pose the children with hypothetical scenarios in a social context which might challenge their morality - for example, you find £5 on the floor, what do you do? These short activities are part of the 'behaviour as a curriculum' approach which supports our nurturing status - we cannot set high expectations if we cannot be sure that we have equipped the children to meet them. In Y4, the RE curriculum has a specific focus on rules and 'moral codes'; in addition to considering the rules of each religion, children are prompted to consider what their own 'moral code' is and how a religion may or may not shape this.

**Spiritual:** The early key stage 2 RE curriculum continues to focus on the 5 identified religions, deepening children's understanding of their beliefs and enabling them to compare, contrast and debate. In Y5, children explore 3 key themes from the perspective of the 5 religions studied, including considering their own views and those of non-religious people and humanists.

They are:

- The after-life
- Free-will
- Peace and love.

In Y6 the RE curriculum seeks to build on the solid knowledge which children now have of the 5 religions by considering some 'big questions'. Children are prompted to use their prior knowledge in addition to their own perspectives when considering:

- Who created the world and how?
- Can I start my own religion?
- Am I a physical or spiritual being?

**Cultural:** In addition to the rich cultural variety which our community has, our curriculum design ensures that children are gain extensive cultural capital through access to:

- An art & design curriculum which includes art from a broad range of countries, cultures and eras.
- A music curriculum which covers a wide range of musical genres and countries of origin.
- An English curriculum which studies the work of authors and poets from a broad range of cultural backgrounds, religions and ethnicities. This includes some of 'the classics' balanced with contemporary texts.
- Reading for pleasure books which are written by a broad range of authors and include a diverse range of characters, who represent many of the protected characteristics of the equality act, in addition to a range of cultural experiences.
- An RE curriculum which teaches children about a range of religion and the impact which religious beliefs have on culture.
- A PE curriculum which includes sports from a range of countries.
- A humanities curriculum which teaches the history of Great Britain alongside the rest of the world. This includes how our culture has developed through time and influences.
- A school dinner menu which includes food from a wide range of countries and cultures.
- An MFL curriculum which is rich in cultural learning, focusing on the whole of the French/Spanish speaking world, not just France and Spain.

Our children are taught, both in formal lessons and in wider school life of the importance of sharing and valuing each other's cultures and beliefs.

## IMPACT

MCPA's approach to SMSC ensures that:

- Children have a wide range of cultural experiences, and value the cultures of others.
- Children understand the value of variety in cultural experience and influence.
- Children are socially well developed, equipped for their next step in education.
- Children understand the difference between right and wrong, they make a positive contribution to our school and will in turn do so in wider society.
- Children understand the beliefs of a range of religions and are forming their own views, they discuss these with clarity, confidence and respect.