



Signed:

Date:

Review:

SMSC Policy
[to include PSHE and Citizenship]

Aims and Objectives

At Seaton Delaval Community First School we are committed to providing high quality **SMSC** education that will enable our children to live healthier and safer lifestyles. This will be carried out by providing a range of learning opportunities and experiences that will help our children to grow and develop as individuals, as members of families and of social and economic communities. **This will be achieved through SEAL Schemes of Work and reference to our SMSC Overview by ensuring that our children:**

- take part in a wide range of activities and experience across and beyond the curriculum.
- contribute fully to the life of their school and communities
- learn to recognise their worth as individuals.
- learn to work well with others.
- become increasingly responsible for their learning.
- reflect on their experiences and understand how they are developing personally and socially, tackling many spiritual, moral, social and cultural issues that are part of growing up.
- find out about their responsibilities, rights and duties as individuals and members of communities.
- learn to respect our common humanity, diversity and differences so that they can go on to form effective fulfilling relationships (which are an essential part of life and learning).
- Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- Children will be aware of what is 'right' and 'wrong', all people living in England are subject to its law.
- Demonstrate knowledge and understanding of British values; and our high behavioural expectations.

SMSC Education in the Whole Curriculum

SMSC provision is important as it makes a major contribution to: health, wellbeing, safety and enjoyment and achievement for all children. It also contributes to achieving the aims of the whole curriculum and to promoting community cohesion.

At Seaton Delaval First School we use a cross curricular approach to ensure that **Spiritual, Moral, Social and Cultural** values are nurtured in our children.

As a school, teachers will ensure that they promote British values; **democracy, the rule of law, individual liberty and promoting mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**

Entitlement

The **SMSC** programme is broad and balanced, when combined with the SEAL scheme of Work, and is accessible to and meets the needs and interests of all pupils. SMSC will be integrated into daily life within school, and taught throughout the curriculum.

Curriculum

We deliver **SMSC** education in a number of different ways. These include:

- learning opportunities across and beyond the curriculum
- specific lessons with separate curriculum time
- explicit opportunities in other curriculum subjects
- whole school and extended timetable activities
- specific projects
- information, support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and the wider community
- enhancement opportunities

Our core SMSC lessons are taken from the SEAL (Social and Emotional Aspects of Learning) programme. It ensures continuity and progression by providing a whole school framework for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom.

There are seven themes in the SEAL programme and one theme is addressed each half term, with two themes being addressed in Autumn Term 2. One of these is 'Say No to Bullying' which is covered during National Anti-bullying Week. We also allocate one day per term to a special SMSC focus which is relevant to current events.

Autumn 1	Autumn 2	Autumn 2 Anti-bullying week	Spring 1	Spring 2	Summer 1	Summer 2
New Beginnings	Getting On and Falling Out	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes

[See Appendix 1 (SEAL Overview PDF doc for KS1 & KS2) on Staff Shared Area]

There are significant resources to support the teaching and learning of each theme for each year group:

- Early Foundation Stage - Red Booklet
- Later Foundation Stage - Red Booklet
- Year One - Blue Booklet
- Year Two - Blue Booklet
- Year Three - Yellow Booklet
- Year Four - Yellow Booklet

[See Staff Shared Area for electronic copies of these booklets.]

Each theme is introduced through a whole school assembly led by the headteacher.

SMSC will be taught by active learning, enquiry, discussion and participation to allow learning opportunities to:

- be based on a culture of high expectation
- build on what learners already know, reflecting their expressed needs
- be developmentally appropriate and culturally sensitive
- allow sufficient time for learning to both take place and to be consolidated.

External Agencies

A range of external contributors are involved in the implementation of the programme for **SMSC** education. Their contributions are part of a planned programme which allows their expertise and skills to enhance our curriculum work. All adults are CRB checked. The **SMSC** curriculum is monitored regularly by the **SMSC Subject** coordinators/Leaders.

Equal Opportunities and Inclusion (see relevant policy)

Cross Curricular Issues

Some aspects of **SMSC** education will be met through lessons, activities from other curriculum areas and assemblies to ensure sufficient coverage.

The Use of ICT

We have specific resources in school to enhance the teaching of **SMSC** through NorTLE, programmes on the computer, SEAL resources and power points [see shared area] and the use of digital cameras in order to keep a record of work, use as an assessment tool or for monitoring and evaluating children's progress and lesson content.

Assessment, Recording and Reporting

Assessment is normally carried out by teachers and other adults in the course of a normal lesson. Assessment is set against clear learning outcomes and also covers the acquisition of skills as well as knowledge and understanding against the SEAL outcomes. It enables us to provide children with a clear understanding of their progression and what they have learned / how they have developed. End of year Reports to Parents report on children's achievements in and attitudes towards **SMSC**.

Children are given opportunities to assess and comment upon their achievements, attitudes and areas for development within their lessons.

[*Teachers can use the SEAL: Progression of Learning Behaviours Document as an assessment tool, which all staff have received.]

Differentiation and Mastery

Teachers should ensure that planning is differentiated in order to meet the needs of all pupils.

Children should be given sufficient opportunities to apply their learning and deepen their knowledge, skills and understanding in a variety of contexts. Examples of which could include; peer coaching, self-assessment, presentations, debating and use of appropriate terminology.

Monitoring and Evaluation

The Middle Leaders are responsible for overseeing the implementation of the SMSC curriculum and will, in consultation with Senior Management, determine staff development needs and curriculum reviews etc.

Coverage is monitored regularly and evaluated to inform the programme so it remains relevant.

Resources

SEAL booklets are kept in each classroom [also see Staff Shared Area] with spare copies in the held by the headteacher. All other resources are kept in the curriculum cupboard. Staff can take the resources they need and will return them when they have finished.

Staffing

Teachers take their own classes for SMSC. All staff take part in professional development to ensure up to date knowledge. Staff should indicate where they feel they need support so that appropriate support can be given by the subject leader.

Role of Subject Leaders

The subject leaders will attend training and meetings in order to keep up to date with recent legislation and guidance linked to SMSC education and will inform the Senior Management Team.

Consultation

Children and parents are consulted through the School Council and parent and pupil questionnaires which provide methods of feedback.

All members of staff are consulted through staff meetings and questionnaires.

Conclusion

This policy should be read in conjunction with the following school policies:

Sex and Relationships Policy

Drug Policy

Equal Opportunities Policy
Health and Safety Policy
Food Policy
School Travel Plan
Visitors to School Policy
Teaching and Learning Policy
Assessment and Record Keeping Policy
Responding to pupils' work / Feedback /Marking Policy
ICT Policy