

## SMSC Case Study – Spring 2021



### What is SMSC?

SMSC stands for Social, Moral, Spiritual and Cultural education and is embedded in the curriculum at Stanford Junior and Infants School. We pride ourselves on the wonderful opportunities that children experience at our school.

### Spiritual

Pupils' spiritual development is shown by their:

- 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 and willingness to reflect on their experiences.

### Moral

Pupils' moral development is shown by their:

- 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.

### Social

Pupils' social development 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.

### Cultural

Pupils' cultural development 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.

### **Intent, Implementation, Impact**

#### **Intent**

At Stanford Junior and Infants School, Personal, Social and Health Education (PSHE), alongside Social, Moral, Spiritual and Cultural (SMSC) education, enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles 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.

Our focus aims are;

- To build a PSHE and SMSC curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.
- To build a PSHE and SMSC curriculum that incorporates the understanding of RSE so that children know more, remember more and understand more. As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.

#### **Implementation**

- **Clear and comprehensive scheme of work in line with the National Curriculum.**  
The school curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world. The Scheme of work also includes opportunities to link British Values, SMSC and schools Key skills into the curriculum.
- **Wider Curriculum**  
All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff.
- **Displays across school**  
PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.
- **Assemblies**  
Wholeschool, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.
- **Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum (Feb 2019)**  
The teaching and learning of RSE is planned explicitly within each year group.
- **RSE programme of work is explicitly resourced.**  
Children will become more aware of RSE and have the real purpose of it.
- **Parent Consultation**  
Parents are informed of the content of the RSE programme of work during the class transition meetings and further support / clarification is given if required.

#### **Impact**

At Stanford we believe that PSHE and SMSC education plays a vital part of primary education and needs to be taught at least weekly. This enables staff to ensure full coverage of PSHE and SMSC is taught in their year group. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. PSHE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Through discrete, cross curricular and embedded teaching of the PSHE and SMSC curriculum, we expect the following;

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Children will achieve age related expectations across the wider curriculum.
- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.

### SMSC in the Curriculum

Throughout the school year we have numerous whole school events that link directly with the objectives of the SMSC curriculum. Although the COVID pandemic, lockdowns and partial closures of schools has restricted the ability to hold assemblies and workshops, there have been virtual opportunities for children to access and experience.

### COVID-19 – Health

As schools reopened in September 2020, all staff embedded the importance of hygiene, keeping distance and how the coronavirus is affecting all of our lives. With this in mind, children were reminded of the importance of social distancing, hand-washing, not sharing resources and also with the staggered times throughout the day, one way systems and new rules in the classroom and playground.

Year 6 Pupils generated some rules for others to follow and FS pupils demonstrated to each class how to correctly wash your hands, singing the Happy Birthday song.

## Basic Hygiene Practice

Year 6 Pupils have shared the importance of practicing good basic hygiene in order to stop the spreading of germs.

Top Tips include;

- always carrying tissues and using these if you need to cough or sneeze
- disposing of tissues in the bin when used
- washing hands after coughing or sneezing
- washing hands after going to the toilet
- always using soap and water to wash your hands



## Washing our hands

Children have been embedding their hand washing skills outdoors to try and wash the germs from the rubber gloves hands. We certainly had lots of bubbles and did a great job remembering how to wash our hands.



## Democracy at Stanford – Head Pupils

As part of our SMSC curriculum, we learn about the Fundamental British Values – one of which is Democracy. A way that we demonstrate this within school is to appoint our Head Boy and Head Girl. Each candidate writes a speech to deliver to the whole school (virtually) and each class votes for their chosen Head Boy and Head Girl. The two elected children represent our school and lead many whole class assemblies and events.





## MacMillan

Each year at Stanford we perform to parents and the local community, unfortunately, this was unable to happen this academic year. Despite the restrictions, each class performed a sign language song, with online donations collected from parents. All songs/performances were shared on the web and Facebook page, which resulted in £157.44 in donations.

<p>Seedlings</p>  <p>Seedlings Song for Macmillan</p> <p>Watch on  YouTube</p>	
	<p>Pumpkin Class</p>  <p>Pumpkin's song for Macmillan</p> <p>Watch on  YouTube</p>
<p>Poppy Class</p>  <p>Song for Macmillan Coffee Morning</p> <p>Watch on  YouTube</p>	



### Harvest

Reverend Mark very kindly sent a video into school to share the views and behind Harvest, as a school we discussed what poverty is and also the importance of Fairtrade. Children and the local community kindly donated food items that we donated to Harbour Place.



### Halloween Event

Our usual after school Halloween event was cancelled due to coronavirus restrictions - but we held class based activities where children were able to dress up and take part in Halloween craft activities. We learnt about the origins of Halloween and shared how it is celebrated in different countries around the world.



### Humberside Fire Safety - Bonfire Night

Two members of Humberside Fire Safety held a live Zoom call with the whole school to discuss the importance of keeping ourselves safe around fire/fireworks/sparklers, especially during Bonfire night. They shared important statistics about our local area and how/why the fire brigade may need to be contacted. Year 5 wrote a thank you letter.



### **Remembrance Service - November 2020**

Year 6 Pupils led a whole school assembly to discuss Remembrance – they discussed why we celebrate Remembrance, the sacrifices that people made during the World Wars, but also linked to how our generation are making sacrifices to help keep ourselves and others safe. Children read poetry, wrote their own poetry and created some beautiful art pieces.



### **Road Safety Week - November 2020**

We worked alongside an NELincs council Road Safety officer who generously supplied resources for the children, including; reflective zips, key chains, teddies, pencil cases, booklets and bike lights. We watched videos about how to safely cross the road and keep ourselves safe in the community – whether we are walking, biking, scooting or a passenger in a car.



Suitable for KS1/FS



Suitable for KS2

We held a whole school competition to create informative fact files and posters to raise awareness of the importance of keeping safe, crossing the road sensibly and wearing protective gear when biking. Bike-Ability is booked for later in the year for Year 5 pupils.





### Poppy Class

As it has been road safety week we have been looking at how we can stay safe when the nights are getting darker. We played an online game where we looked at whether the people could be seen or not.

After that we made our own posters about how we should be fluorescent in the day and reflective at night.

We were very lucky as we were able to take things home with us to help us stay bright and be seen.



### Creating Leaflets

Star Anise pupils used a range of computing skills to create an information leaflet on how to stay safe on a bike. They used what they learnt in Bikeability to make their leaflets full of important information: from why wearing a helmet is important to how to stay safe on the roads.



### Anti-Bullying Week - November 2020

Ww held a whole school focused week including a whole school assembly and videos to discuss what bullying is, what we can do to support each other and who to turn to if you are worried





## Parliament Week - 1<sup>st</sup> – 7<sup>th</sup> November

Our pupils at Stanford learnt about the role of Parliament, the government and the importance of democracy. Year 6 children also learnt about Youth Parliament, with some children expressing a keen interest in becoming involved in making a change in their local community. We also had the wonderful opportunity to have a virtual meeting with Martin Vickers MP and discussed some exciting and very sensible questions, which were reported back to the class.

The children learnt how Parliament is split into 3 – The Monarch, The House of Lords and The House of Commons. They then found out about the difference between Parliament and the Government. To show this we looked at which house had the most seats taken in the classroom. We then chose a Party Leader who chose people to help him make decisions. Each person was given an area to be in charge of: education; health; finance; employment; transport etc. We then thought about what the real Government would be discussing and which of our ministers would be responsible for this.



We looked at the Youth Parliament and how children's ideas and opinions are important in shaping our future. Here is the link to [Find Out More](#).

These are the issues that we would like to get involved with and help to make a change for our future;

- recycling and banning single use plastics
- renewable energy
- stop factories from polluting our oceans
- stop deforestation - for every tree that is cut down, three more need to be planted
- harsher consequences for animal abuse and mistreatment
- ending child poverty

As part of Parliament week some pupils in Barley class had a virtual meeting with our local MP Martin Vickers. The questions they asked were generated by the whole class and then fed back to all pupils with a fantastic discussion about Parliament- well done Year 6!



## Christmas Jumper Day, Concerts, Enterprise, Talent Show

Although our Christmas celebrations were different to usual this year, we held Christmas Jumper day, school Christmas meal and we continued our DT/Maths/Enterprise projects. We also created our Christmas Hoops and invited our Governors to help select their favourite. Each class also performed their Christmas Service and Class piece, which were uploaded onto the website and Facebook page, along with the Talent Show that children participated in from home.



A community thank you from our Head Boy and Head Girl for all of the support shown to our school, especially for our raffle and schools funds.



## Children's Mental Health Week 1st -7<sup>th</sup> November

Whole school working with Mental Health as a focus this week, with activities throughout the day (set in school and remotely) - looking at what mental health is, how we can positively support ourselves and others, how to cope with anxieties and tips to help - breathing techniques, yoga, mindfulness, journaling, sharing feelings, creative expression. Children and staff shared their top tips and strategies to help positive mental and well-being, as well as watching videos from HRH Catherine Middleton.



These are some of the ways, we like to express ourselves.

- L- I like making craft things.
- H and E- We like playing our rocket game together.
- W- I love to draw Captain American because I like superheroes!
- E- I love painting pictures.
- D- I like painting and drawing.
- L- I like painting.



This week is Children's Mental Health Week. We looked at what it means to have healthy mental health and our key theme of 'Express yourself'. We thought about what this means and the different ways how we can express ourselves. We drew a picture on how to express ourselves and the things we like doing.



### Worldy Issues and News

A key part of our SMSC curriculum is ensuring that pupils develop their HOQ skills and question what happens around them. In order for them to do this they need to know about the issues in the wider world, to understand that individual actions have consequences, both positive and negative. We use *Newsround*, *I Wonder...* activities and *Picture News* to offer these experiences to children. They generate class discussions and encourage children to see things from other's point of view.



### **Big Talk (RSE)**

Relationships and Sex Education was compulsory in Primary education from September 2020. At Stanford we have a comprehensive scheme of work, created alongside Big Talk Education. They were thankfully able to conduct workshops in each class, as an introduction to RSE education, which is built upon in sessions led by class teachers throughout the school year in cross-curricular and discreet sessions.

#### **Sunflower Class**

Pupils voice following our 'Big Talk' visit about ourselves, our bodies and who would be a trusted adult.

MH - The questions were good and I got them all right.

EA - Talking about when we do and don't do things like not wearing clothes to school was funny!

LB - The 'thumbs up or down' was a good game.

LP - The pictures were good, it helped me learn.

LB - I learnt about who would be a trusted adult.



On Monday we had visitors from Big Talk Education who came to educate the children about our growing bodies, puberty, pregnancy, babies and belly buttons.

The children were very well behaved and had lots of questions to ask. They were very sensible and were very good at using scientific words for our bodies and the processes we go through when we grow.

Here are some of the facts that the children gave after the talk.

"I have learnt that I don't have to have a baby if I don't want to."

"I have learnt about how we have babies and how they start small and then they grow and grow until they make a baby bump and that is how a baby is made."

"You can choose how many babies you can have."

"Both boys and girls have puberty. Girls have periods and boys get bigger muscles."

"Girls grow taller as they start puberty first but boys catch up later."

"I have learnt that when babies are born doctors cut off their tube and that is how a belly button is made."



### **Remote Learning**

Throughout this tumultuous period of time, children and staff have worked tirelessly to ensure that the curriculum could still be delivered and accessed, regardless of the obstacles and partial



school closures. SMSC and PSHE remained a core thread throughout the activities planned, which children both in school and remotely via Microsoft Teams.

There had also been at least weekly phone calls with children at home, as well as resource work packs and home visits to ensure children were able to access the work and receiving the additional support that they may require.



### Well-Being Wednesday

In order to support positive mental health and well-being, Well-Being Wednesday has been introduced – a whole afternoon away from laptops, technology and electronic devices. This started during the Spring Term lockdown, and will continue throughout the rest of the academic year.

Pupil Voice suggested different activities, such as; baking, free art, origami, yoga, colouring, painting, games on the field, dancing.





**Summer 2021**