

STANFORD SCHOOL

SMSC/PSHE IMPACT REVIEW 2023

What is the impact of SMSC on the personal development of the children in our school?

How does the PSHE curriculum underpin this?

What impact does the RRSa and British Values have on personal development?

How is SMSC embedded across the curriculum?

What is SMSC?

Social

Use a range of social skills in different contexts.

Willingness to participate in a variety of communities and social settings.
Acceptance and engagement of the fundamental British Values.

Moral

Ability to recognise difference between right and wrong.

Understand the consequences of behaviour and actions.
Investigate reasoned views about moral and ethical issues.

Spiritual

Be reflective about their own beliefs.
Develop a sense of imagination, fascination, enjoyment and creativity.
Participate in musical, artistic and sporting enrichment.

Cultural

Understand and appreciate a wide range of cultural influences.
Understand Britain's democratic parliamentary system.
Show respect for different faiths and cultural diversity.

Learning Powers

We have developed the 5C learning powers that underpin our school values:

Creativity
Community
Care
Challenge
Curriculum



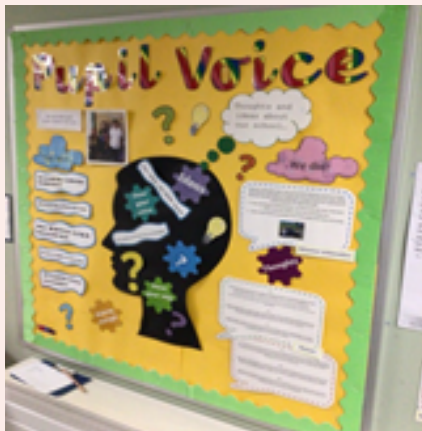
These are embedded into our classroom routines and children regularly share in assemblies how they represent the schools values and how they are shown throughout the school day.

What are the British Values?

Democracy

We value democracy in Stanford when we have our vote for Head Pupils.

We also have fortnightly Pupil Voice meetings, where all pupils have an opportunity to share their views.



UKS2 also invited in the local MP during Parliament Week, where they could discover more about parliamentary processes.



The Rule of Law

Pupils are introduced to this concept in foundation stage, when they learn about helpful members of the community. This is also developed across the school during Parliament Week and through work in history - in particular in the Year 6 topic, 'Crime & Punishment through the ages'.

Individual Liberty

Children frequently observe this British Value in school, through our pupil voice opportunities. It is further developed through RE and World Views, as well as using our 'I Wonder' class displays to develop philosophical skills. Pupils also watch Newsround and use Picture News to be aware of current affairs.

Mutual Respect & Tolerance

Pupils cultural awareness is a core value through our coverage of protected characteristics.

Special awareness days (International Women's Day for example) are covered through a whole school approach.

What is the UNCRC?

We are proud to be a Rights Respecting 'Silver Award' school. We earned this accolade through teaching our children about the United Nations Charter for the Rights of the Child (UNCRC).



Each class proudly presents a class charter, that is informed by the UNCRC. It helps to embed how rights are given and not earned, but how we all have a responsibility to ensure each person accesses these rights.

Pupil Voice

In our pupil voice meetings, we discuss things ranging from eco-friendly habits, to protected characteristics, to topical themes such as anti-bullying or fundraising.

We always link these discussions to rights (where we can) and children confidently can express the importance of rights.



Children are so confident now with their understanding of rights, that they have taken on the responsibility of sharing this message with parents and the wider community, presenting their knowledge at events.



Sustainability is a key theme underpinning our curriculum and school ethos and children learn about an area from the sustainable development goals within each term, in every year group.

The values gained from being a Rights Respecting school greatly enhances our SMSC.

How does the PSHE curriculum support personal development?

Our core units for the first term have been: Healthy Lifestyles, Keeping Safe and Growing & Changing.

Healthy Lifestyles

Children have learned how to look after their bodies, what a balanced diet means, behaviours that are helpful and harmful to themselves and how to have a positive image of themselves.



Keeping Safe

Children have learned how to keep safe in everyday environments as well as online; how it is important to adhere to safety rules and even some basic first aid.



Growing & Changing

Children have taken part in RSE lessons, delivered by Big Talk. They also have learned about managing different types of feelings, even complex ones such as grief and loss.

Big Talk

Big Talk visit the school every year and deliver an RSE curriculum with progression across each year group. As a result, we have had no withdrawals from RSE and no incidents of inappropriate sexualised behaviours.

Compass Go

Compass Go work closely with the pupils and staff of the school. They have helped children to learn about healthy sleeping patterns and have even taught the UKS2 children how to be good peer-mentors linked to pupil well-being and anti-bullying.

How does the PSHE curriculum support personal development?

Road Safety

As part of our PSHE curriculum, as well as linking to Road Safety Week, children learn how to keep safe on the roads. We were visited by the Fire & Rescue Service who delivered a special assembly.

We also have a special Travel Plan Group, who have monitored the success of the CCTV that has vastly reduced the traffic outside the school. .



Anti-Bullying

Anti-bullying is a core value that is frequently visited, though we highlight the importance of this during a special week. Pupils celebrate wearing odd socks while learning how to be kind in person and digitally as well. Governors met pupil voice who gave a glowing review of anti-bullying behaviours and how to address concerns. Class behaviour ambassadors take on a supportive role as well.



Eating Well

Chartwells, who provide our school dinners, have collaborated with all classes on healthy eating workshops. These range from making pizzas, to learning about where vegetable produce comes from.



Recycling

This is covered through core reading texts and our geography curriculum. We also have an eco-group within pupil voice and regular litter-picking and site-checks involving the pupils.

What do our community events contribute?

Fund-Raising

As a school, we are fully committed to raising awareness of important causes, to enhance the moral development of our pupils. This year we have already held several events, such as:

Jeans for Genes

We held this event to raise awareness of a range of genetic diseases and conditions. Pupils from the craft club even made some special bunting out of recycled denim.

Children in Need

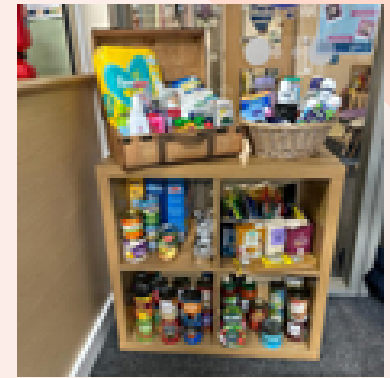
Children took part in sponsored fitness activities across the week, as well as some baking.

Macmillan

Every year, we host a special coffee morning, where all classes perform a song or poem to parents and carers, as they enjoy coffee and cakes and raise funds for this important charity.



Through our Harvest festival, children learn about the importance of sustainable farming and caring for the community, as well as making donations. We have developed this even further by establishing a community pantry for anyone to access when they need.



Christmas Fayre

This is a hugely successful event where the school community thrives each year. Pupils use DT skills to make crafts to sell, local businesses are invited in to collaborate and lots of funds are raised.

This year also saw the introduction of a special 'How do we help our pupils?' community invite, where SEND and well-being support systems were shared with parents and carers.

How is SMSC embedded through English?

Our English curriculum is one of the key areas where we can enrich our SMSC curriculum, thanks to the books that we cover in class.

While often linking to what the children are learning in geography or history, our book choices also tackle important issues, such as the climate crisis, treatment of refugees, as well as PSHE themes such as how to regulate and manage emotions.

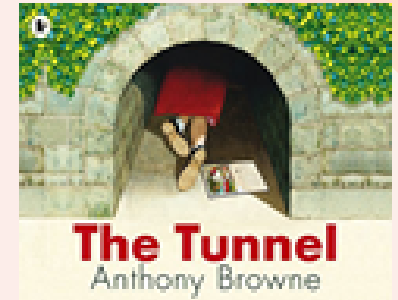


Writing opportunities

Writing for a range of purposes naturally lends itself to developing pupils social, moral, spiritual and cultural awareness. Our teachers are creative with the curriculum and opportunities range from writing letters to parliament about refugees, preparing debates about deforestation, and developing cultural awareness through writing stories set in different countries, enhanced by geography learning.

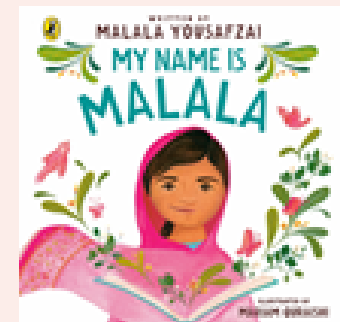
Love of Reading

Our children are supported to develop their love for reading by our diverse range of books linked to topical issues, that is easily accessible near our 'One World' display.



Focus Authors

Children in each class learn about a range of different focus authors across each term. We ensure that there are authors from a range of different backgrounds, genders, races and perspectives, so that children aren't presented with a biased perspective on the world.



What role does RE play with SMSC?

The RE curriculum plays a significant role in developing all strands of SMSC within our pupils.

Pupils' spiritual and moral awareness is developed through our 'Big Questions'. These frame each topic with themes such as 'Do you have to believe in a God to be good?' Pupils are regularly encouraged to reflect on their own spiritual beliefs and to understand the philosophical element of different world views.

Pupils are supported to express their response to these questions in a range of different ways, including: debates, podcasts, drama, art and written tasks.

Cultural and social awareness is addressed frequently through RE learning. Children understand not to base their understanding of faiths on stereotypes and know that there are many different ways of showing your faith, rather than one uniform way for all faith members.



We are developing our RE curriculum to transition into being known as RE & World Views, to reflect a modern and inclusive British society.

Inter-faith week

Pupils always take part in learning about a greater range of world views during this week each year.



Sunita from the Hindu Experience visits our school to share hands-on experiences. We have previously also had visits from Humanist and Buddhist specialists and look forward to continuing to develop this.

How do we develop pupils through the arts?

Spiritual

Pupils sense of wonder and creativity is developed through art and music in particular.

Children also take part in competitions such as 'Spirted Arts' and learn about the spiritual significance of religious music.



Social

Music greatly develops pupils social skills by understanding how to create performances and working in unity with a group. Children are provided with many opportunities to perform in social settings across the year.

Moral

When learning about different types of art, pupils understand the social context and important messages that can be conveyed through art. Pupils regularly take part in creating art linked to ideas such as 'sustainability' and other themes.



Cultural

Children are introduced to a range of cultures through art and music. Our art curriculum looks at significant artists from a variety of different cultural backgrounds.

Cultural learning is further enhanced through these subjects when linked to events such as Black History Month and others.

Art Projects

Children learn about the collaborative elements of art frequently, through musical performances for example.

A particularly successful collaborative project this year was with Vanell, who helped the children develop some incredible painted metal flowers, inspired by a range of artists.



How does the broader curriculum develop our SMSC?

History

Across history, children's personal development is supported by learning about history linked to marginalised communities, such as LGBTQ and Black History Months.

Children also learn about the significance of dates such as Remembrance, considering how to learn from and reflect on our history. Pupils also learn about heritage that is bespoke to the school, during Founder's Day.



Geography

Each term, every class learns about a particular Sustainable Development Goal. These are linked into the geography theme that the children are learning about. These are embedded into the geography curriculum now. Caring for the world is part of a prominent 'One World' display in our school.



Science

SMSC is developed in science through children exploring enquiry skills. Children understand that there are different ways to think and can identify these higher order skills. Culturally, pupils are also introduced to a range of significant scientists and their societal impact.

IMPACT

The impact of a firmly established and successfully implemented SMSC curriculum within the school is evident in that our pupils:

- feel safe, valued and understand how to address bullying and well-being concerns
- know how to express their individual liberty and protect the rights of others
- understand concepts such as 'consent' and 'dignity' and can link these to behaviours and the protected characteristics
- celebrate and show knowledge about a range of different cultures and world views, across ALL curriculum areas
- access higher order thinking skills through areas such as reasoning and philosophy
- can express themselves with confidence in a range of different social contexts
- care for our planet and understand their role in a wider community.