



# Kings Ash Academy

## Spiritual, Moral, Social and Cultural Education and Development Policy

September 2018

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## SMSC at Kings Ash Academy

The DfE have identified that all schools should promote the spiritual, moral, social and cultural development of children. The DfE state that we must: “promote the spiritual, moral, social and cultural (SMSC) development of their pupils” (*From the DfE document, ‘Promoting fundamental British values as part of SMSC in schools, November 2014*). At Kings Ash Academy, we embed SMSC into everything we do; we feel that this has a key role in preparing our children for their future and their lifelong learning journey.

## What is SMSC?

At Kings Ash Academy, we ensure that we promote the spiritual, moral, social and cultural development of all pupils through our school vision and ethos. In SMSC, we include:

- Our School Values
- British Values
- PSHE (SEAL, Citizenship, Moral Issues)

At Kings Ash Academy, we aim to embed SMSC in everything we do and use our School Values and British Values to do this. In the Early Years SMSC is a prime area of our learning and forms part of our everyday practise. When planning for SMSC, we adapt our teaching styles and methods of delivery to meet the needs of all individuals: this involves considering the age of the children, the emotional needs and the social needs of our pupils. This ensures our SMSC development is purposeful and meaningful to everyone.

## Our Aims

The following aims reflect the school’s beliefs and intentions for SMSC:

- To ensure there is a consistent approach to SMSC at Kings Ash Academy.
- To ensure everyone in our academy community is aware of the children’s spiritual, moral, social and cultural development.
- To ensure there is a purposeful and meaningful approach to SMSC at Kings Ash Academy.

## The Teacher’s Role in SMSC

The Teachers’ Standards state in Part One that teachers must: “demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils”. They continue in Part Two to state that: “Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: ...showing tolerance and respect for the rights of others. Not undermining the fundamental British Values, including

democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.”

## Developing SMSC at Kings Ash Academy

### School Values

Our school values are of upmost importance to us. They are what we believe, follow and show in our everyday school life. “The vision, values and teaching beliefs form the DNA of the school” (From <http://leading-learning.blogspot.co.uk/2005/10/importance-of-school-values.html>, June 2016). Our school values allow us to be the best learners we can, help us maintain focus on our goals and help us work together as a school community.

Research shows that values based education, helps to create a calm and peaceful climate where there is mutual respect. It informs the way we behave towards each other and guides our thinking. It enables children to take greater responsibility for their behaviour and learning. Overall, it enables them to think about the kind of life that is worth living and to consider what kind of life they want for themselves. It relies on all members of the school community embracing the values and ensuring that they underpin all aspects of school’s life and work. The school cannot promote values if all adults do not value themselves and each other. Pupils will soon spot any inconsistency between what we say and what we do.

### British Values

The DfE have identified that all schools should promote the spiritual, moral, social and cultural development of children, whilst also actively promoting British Values. The DfE state that: “Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC” (From the DfE document, ‘Promoting fundamental British values as part of SMSC in schools’, November 2014).

### PSHE

The DfE have identified, “Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education.”

(<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>, September 2013).

At Kings Ash Academy, we teach PSHE and feel that this is an important part of the curriculum to encourage the development of our pupils spiritually, morally, socially and culturally. Our PSHE curriculum incorporates these areas into our sessions, whilst also incorporating citizenship, SEAL and moral issues. PSHE is taught once a week in every class.

Personal, social, health and economic (PSHE) education is a planned programme of school-based learning opportunities and experiences that deal with the real life issues children and young people face as they grow up. It comprises two strands: personal wellbeing and economic well-being.

The personal well-being strand can cover issues such as:

- sex and relationships education;
- drug and alcohol education;
- emotional health and well-being;
- diet and healthy lifestyle; and
- safety education.

The economic well-being strand can cover issues such as:

- careers education;
- work-related learning;
- enterprise education; and
- financial capability. *(From the DfE document, 'Personal, social, health and economic (PSHE) education: a review of effective practice', March 2015).*

## RE

RE is of central importance to our spiritual development. RE is taught through curriculum units. We follow the 'Devon Agreed Syllabus for Religious Education' which states, "Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human".

## School Values

At Kings Ash Academy, we have four school values: respect, collaboration, independence and creativity. These school values are embedded into our everyday school life and everyone actively encourages these values: this encourages our positive behaviour and positive mindsets towards learning. Our school values continually promote the children's spiritual, moral, social and cultural development. The School Values are used to form the basis of assemblies; discussed throughout our teaching and learning; celebrated in weekly award assemblies and are embedded in our everyday school life. Below is, 'Our Visions, Aims and Values', this explains how our beliefs as a school are incorporated into our everyday practise.

## British Values

### Being British

We value and celebrate being part of Britain. We recognise, value and celebrate national and British events in the course of the year, some of these include: Harvest festival, Remembrance Day, Christmas carols, nativities, Easter celebrations, Mothering Sunday and Trooping the Colour.

The British Values are used to form the basis of assemblies; are discussed throughout our teaching and learning; and are embedded in our everyday school life.

In January we have a British Values theme week. During this week we explore British Values, with continuous links to spiritual, moral, social and cultural education. We link mutual respect into everything we do, as we do during all lessons.

We spend a day exploring democracy: we learn what democracy is, elect our house captains and understand how the Queen oversees Parliament. We use the voting equipment from Torbay Council to give us a real-life experience of using ballot boxes and polling booths.

We explore the rule of law: the children learn what laws are, what a court is and understand the role of the law in society and our everyday lives. We have mock court cases, visits from the Magistrate's Court and Local Police Team.

We explore what individual liberty means and how it is important that we demonstrate the rule of law whilst making our own choices. The children work within their classes to discuss their learning environment.

We investigate tolerance of those with different faiths and beliefs. The children spend the day (in year groups) focusing on one country. They investigate and learn about: the religion, faiths, beliefs, commonwealth links, state visits to the country, state visits from the country and royal links.

At Kings Ash Academy, we have close links with the Parliament Education Service. This has enabled us to visit Parliament and have the Parliament Education Service visit school to deepen our understanding of Parliament.

### Mutual Respect

Mutual respect is the acceptance of others with consideration of their feelings, wishes and rights.

Mutual respect is linked to our school value of respect: we all ensure we respect everyone and everything around us.

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. We continually reinforce the importance of respect whilst understanding what it means and why we must show it. We incorporate the importance of respect into everything we do.

## **Democracy**

Democracy is where decision-making occurs through a democratic process: where there are elections and voices are heard through a chosen person.

Children have many opportunities for their voices to be heard. We have an elected school council which meets regularly to discuss issues raised in class council meetings. The children's voices are heard through questionnaires which are organised and carried out by the school council so that every child's voice is heard.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.

## **Rule of Law**

Rule of law is where everyone is accountable to the law which is essential for everyone's wellbeing and safety.

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws: that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. All of the children are involved in writing their class charter. The children then take responsibility for following this. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis. Visits from authorities such as the Police and Fire Service help reinforce this message.

During our British Values theme week, we have a mock court case where children will understand what laws mean within society and how crucial it is in our everyday lives.

## **Individual Liberty**

Individual liberty involves having independence and making our own choices.

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and



personal freedoms and are advised how to exercise these safely, for example through our E-Safety and SEAL lessons. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our pupils to make choices about: learning challenges; participation in our numerous extra-curricular clubs and opportunities; choice of enrichment time activities; or design of working walls, pupils are given the freedom to make choices.

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely.

### **Tolerance of those with different faiths and beliefs**

Tolerance is the prevention of discrimination through an understanding and acceptance of the different faiths and beliefs

We place a great emphasis on promoting diversity with the children. Assemblies and lessons are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE reinforces this as we learn about different faiths and beliefs and the meanings of these.

In our British Values theme week we understand this further: each year group will explore a country from a different continent and learn about: the religion, faiths, beliefs, commonwealth links, state visits to the country, state visits from the country and royal links.

### **Learning Values**

At Kings Ash Academy we use our Learning Values to help us to consider the way in which we learn: in our teaching and learning, we use: independence to ensure we are engaged and focused on our learning all of the time; creativity to help us learn in different ways and to help us think about the best way in which we learn; and collaboration to think about how we best learn together. We embed this into our teaching and learning so that we can all be the best learners we can be.

### **PSHE Curriculum**

Our PSHE curriculum incorporates: social skills; working as a community; anti-bullying; keeping safe; diversity; emotions and feelings; moral dilemmas; responsibilities; British Values; drug education; financial education; enterprise education; cultural education; globalisation; spirituality; citizenship; sex and relationships education (SRE); the importance of physical activity and diet for a healthy lifestyle; transitions.

### **PSED Curriculum in Foundation Stage**

In the Early Years, PSED starts with our classroom rules that we all contribute to. We have PSED working walls that we add to throughout year as we respond to the PSED needs of the

children. Adults work on children's PSED on an individual basis throughout the day. We teach discreet PSED through role play sessions and circle times through the year. We supplement these sessions with SEAL and Thrive sessions with our pastoral team. There are daily conversations about respect to ensure regular PSED occurs.

To encompass PSED in our everyday practice, we have regular circle times. The children are encouraged to make 'good choices', we talk often about consequences and we have discussions about fairness and equality to ensure the children develop morally. Circle times about faiths and beliefs develop the children's spirituality. To develop the children socially, we have weekly circle times, class rules and a sharing sand timer so children independently solve sharing issues. Culturally development occurs through our circle times where we explore objects from other cultures weekly, discuss how we are similar and different, and recognise key British events.

### PSHE Curriculum in Key Stage One and Two

Our PSHE curriculum incorporates elements of PSHE, Citizenship and SEAL to ensure we meet the needs of all individuals: this involves considering the age of the children, the emotional needs and their social needs. This ensures our PSHE curriculum, and therefore SMSC development is purposeful and meaningful to everyone. Full details of our PSHE curriculum can be found in the document: 'Kings Ash Academy Scheme of Work for PSHE Education, Citizenship and SEAL. Below, is an overview of the half-termly topics and sessions for each year group, this is broken down into the half-termly topics.

#### Year 1

##### Autumn Term 1 - We're All Stars

1. Creating a class charter
2. Getting to know each other
3. Problem-solving
4. Looking after each other
5. Happy playtimes
6. Making choices

##### Autumn Term 2 - Be Friendly, Be Wise

1. Making friends
2. Falling out with a friend
3. Managing anger
4. Anti-bullying
5. Hazards in the home and fire safety
6. Road safety

##### Spring Term 1 - Living Long, Living Strong

1. Keeping clean
2. Growing and changing
3. Families and care
4. Looking after our teeth
5. Staying healthy
6. Setting a personal goal

##### Spring Term 2 - Daring To Be Different

1. Our likes and dislikes
2. Feeling proud
3. Being special
4. Recognising worries
5. Staying calm and relaxed
6. Standing up for myself

##### Summer Term 1 - Dear Diary

1. Asking for help
2. Feeling loved and cared for

3. Managing uncomfortable feelings - proud and jealous
4. Thoughts, feelings and behaviours
5. Dealing with worries
6. Supporting each other

#### Summer Term 2 - Joining In and Joining Up

1. Listening effectively
2. Expressing opinions
3. Knowing right and wrong
4. Needs of living things
5. Developing responsibility - looking after animals
6. Who else looks after animals?

### Year 2

#### Autumn Term 1 - It's Our World

1. Creating a class charter
2. Getting to know each other
3. Communities we belong to
4. Saving energy around the school
5. Recycling
6. Pollution

#### Autumn Term 2 - Say No!

1. Medicines
2. Household substances
3. The dangers of smoking
4. The dangers of alcohol
5. Real and imaginary hazards
6. Anti-bullying

#### Spring Term 1 - Money Matters

1. Why do we have money?
2. Keeping money safe
3. Can I afford it?
4. Wants and needs
5. What does it mean to be rich?
6. Setting a simple goal

#### Spring Term 2 - Who Likes Chocolate?

1. Foods from around the world
2. Customs and rituals
3. Special day foods and celebrations
4. How much chocolate do we eat?

5. Where does chocolate come from?
6. Fair trade principles

#### Summer Term 1 - People Around Us

1. Special people
2. People who help us
3. Feeling lonely
4. Different kinds of families
5. Difficult choices - leaving home
6. People and places around the world

#### Summer Term 2 - Growing Up

1. Differences in boys and girls
2. Differences in males and females
3. Naming body parts
4. Being unique
5. Making change happen
6. Changing our behaviour

### Year 3

#### Autumn Term 1 - We're All Stars

1. Creating a class charter
2. Gifts and talents
3. Exploring feelings
4. Working cooperatively
5. Happy playtimes
6. Having opinions

#### Autumn Term 2 - Be Friendly, Be Wise

1. The importance of having friends
2. Falling out with a friend
3. Managing anger
4. Anti-bullying
5. What to do in an emergency
6. E-safety

#### Spring Term 1 - Living Long, Living Strong

1. Differences in males and females
2. Personal space
3. Family differences
4. Feeling happy
5. Staying healthy

6. Overcoming barriers to reaching goals

#### Spring Term 2 - Daring To Be Different

1. Similarities and Differences
2. Feeling good about yourself
3. Surprises
4. Hopeful and disappointed
5. Hiding or showing feelings
6. Standing up for myself

#### Summer Term 1 - Dear Diary

1. Knowing where to go for help
2. Taking responsibility
3. Making wise choices
4. Managing uncomfortable feelings - loss
5. Dealing with worries
6. Supporting each other

#### Summer Term 2 - Joining In and Joining Up

1. Jobs at home and in school
2. Representation - local council
3. Voting and debating
4. Having a say in the school community
5. Voluntary, community and pressure groups
6. Fund-raising

### Year 4

#### Autumn Term 1 - It's Our World

1. Creating a class charter
2. Understanding rules and laws
3. Saving energy
4. Saving energy
5. Climate change
6. Climate change

#### Autumn Term 2 - Say No!

1. Risk taking
2. Legal and illegal drugs
3. Effects and risks of smoking
4. Effects and risks of alcohol

5. Keeping safe in my local area
6. Anti-bullying

#### Spring Term 1 - Money Matters

1. Keeping track of my money
2. Paying for goods
3. Family expenses
4. Planning and budgeting
5. Charity work
6. Fund-raising for charity

#### Spring Term 2 - Who Likes Chocolate?

1. The real cost of chocolate
2. What is fair trade?
3. Consumer power
4. The media and information
5. Advertising
6. Recognising and challenging stereotypes

#### Summer Term 1 - People Around Us

1. Similarities and differences
2. How we are all connected
3. Living and working cooperatively
4. Recognising and challenging prejudice
5. Gender stereotypes
6. Contributing to society

#### Summer Term 2 - Growing Up

1. Growing and changing
2. Body changes and reproduction
3. What is puberty?
4. Wishes, hopes and dreams
5. Positive change
6. Unwelcome change

### Year 5

#### Autumn Term 1 - We're All Stars

1. Creating a class charter
2. Gifts and talents
3. Exploring feelings
4. Working cooperatively
5. Communication skills

## 6. Roles models

### Autumn Term 2 - Be Friendly, Be Wise

1. Different types of friends
2. Conflict resolution
3. Managing anger
4. Anti-bullying
5. First Aid
6. E-Safety

### Spring Term 1 - Living Long, Living Strong

1. Puberty
2. Male and female changes
3. Puberty and hygiene
4. The concept of well-being
5. Being an effective learner
6. Role models

### Spring Term 2 - Daring To Be Different

1. Difference in opinion
2. Agreeing and disagreeing
3. Risky choices
4. Standing out from the crowd
5. Being assertive
6. Anti-bullying

### Summer Term 1 - Dear Diary

1. Knowing where to go for help
2. Managing uncomfortable feelings - embarrassment
3. Put-downs and boost ups
4. Breaking friends
5. Forgiveness
6. Supporting each other

### Summer Term 2 - Joining In and Joining Up

1. Anti-social behaviour and the consequences of crime
2. Rules and laws
3. Local courts
4. Voting and debating
5. Having a say in the school community
6. Fund-raising

## Year 6

### Autumn Term 1 - It's Our World

1. Creating a class charter
2. Understanding democracy
3. Environmental awareness and responsibility
4. Climate change
5. Climate change
6. Sustainability issues

### Autumn Term 2 - Say No!

1. Risk taking and dealing with pressure
2. Legal and illegal drugs
3. Say no to smoking
4. Attitudes to alcohol
5. Say no to knives
6. Anti-bullying

### Spring Term 1 - Money Matters

1. Earning money
2. Value for money
3. Lending and borrowing money
4. Achieving goals
5. Deductions and expenses
6. Poverty

### Spring Term 2 - Who Likes Chocolate?

1. Rich and poor nations
2. Trade across the world
3. Global footprints
4. Food shortages and hunger
5. Fairness and responsibility
6. Reporting the news

### Summer Term 1 - People Around Us

1. National, religious and ethnic identities in the UK
2. Different types of relationships
3. Stereotyping and judgement
4. Put-downs and conflict
5. Ending friendships
6. Forgiveness

## Summer Term 2 - Growing Up

1. Puberty and reproduction
2. Relationships and reproduction
3. Conception and pregnancy

4. Being a parent
5. Common response to change
6. Transition and moving on

## RE

Religious Education at Kings Ash Academy offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures. RE contributes to children's moral and spiritual development and wellbeing.

The teaching of Religious Education at King's Ash Academy is developed from the Devon Agreed Syllabus. Throughout Key Stage 1 and Key Stage 2 children's understanding of Christianity is developed as well as Buddhism, Hinduism, Islam, Judaism and Sikhism. Children will learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

Religious Education is taught through stories, images, visits, visitors, music, drama, quiet reflection time and artefacts. Children will reflect on and consider important questions of belonging and identity, questions of meaning and values.

Religious Education provokes lots of questions from children. It also promotes their self-esteem, respect of other people and their beliefs, appreciation of other beliefs and open mindedness.

The beliefs of the teacher are not reflected in their teaching. The teachers present children with information and facts for them to create their own views, beliefs and ideas.

### Key skills that children will develop are:

- Enquiry and investigation skills.
- The ability to interpret beliefs, symbols, stories and sacred texts.
- Being able to communicate.
- Analysis and evaluate their own views and the views of others.

### RE in the Foundation Stage

In the Foundation Stage, RE is taught through: "exploration of special people, books, times, places and objects, visiting places of worship and through celebration" (Taken from the Devon Agreed Syllabus for Religious Education). Children are encouraged to reflect on their feelings and experiences, whilst developing their understanding and wonder of the world.

## **RE in Key Stage One**

In Key Stage One, RE teaching and learning is about the different beliefs of God and the world around us. Children learn through stories, artefacts and religious items, whilst being encouraged to use specialist vocabulary and to ask thought-provoking questions. Children will learn about Christianity and one other religion, whilst considering worldviews.

In year 1, the RE themes are: Myself; Celebrations; Belonging. The religions focused on are Christianity and Judaism.

In year 2, the RE themes are: Believing; Leaders and Teachers; Symbols. The religions focused on are Christianity and Judaism.

## **RE in Key Stage Two**

In Key Stage Two, RE teaching and learning is about the impact of religion and beliefs locally, nationally and globally. Children understand the practices of religion and the sacred text; they then draw comparisons between religions and beliefs. Children should use specialist vocabulary, be able to discuss religion and ask thought-provoking questions. Children will learn about: Christianity, Hinduism, Judaism and Islam, as well as, non-religious worldviews such as Humanism.

In year 3, the RE themes are: Worship, Pilgrimage and Sacred Places; Symbols and Religious Expressions; Teachings and Authority. The religions focused on are Christianity and Hinduism.

In year 4, the RE themes are: Inspirational People; Religion and the Individual; Religion, Family and the Community. The religions focused on are Christianity and Islam.

In year 5, the RE themes are: Faith and the Arts; Beliefs in Action in the World 1; It Matters to Me, It Matters to Others. The religions focused on are Christianity, Buddhism and Sikhism.

In year 6, the RE themes are: Beliefs and Questions, Beliefs in Action in the World 2; The Journey of Life and Death. The religions focused on are Christianity and Judaism.

## **Laws**

Through our RE curriculum and our everyday teaching and learning, we encourage children to recognise the differences between the Rule of Law and Religious Law.

## **Withdrawing from Religious Education:**

Religious Education is an important subject for children's learning and development and is a requirement under the 1988 Education Reform Act. Parents have the right to withdraw their children from the Religious Education Curriculum if they so wish and are encouraged to discuss their concerns with the Headteacher

## Equal Opportunities and Special Educational Needs

The nature of work undertaken must be appropriate to the age and maturity of the pupils. The Equality Act 2010 states that, “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation” (From [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf), May 2014). It continues to state that consideration is made for all pupils; we ensure our delivery of SMSC meets the needs of all of our pupils.

When developing the children’s understanding of our School Values and British Values, we do this based on our knowledge of the children. We take into consideration their social and emotional needs and understanding to ensure their development is as meaningful as possible. We relate activities to children’s experiences when the opportunities arise. We give opportunities for children to develop a deeper understanding of experiences, and introduce new concepts in a gradual and sensitive way.

As pupils mature and develop at different rates, the PSHE curriculum is a ‘spiral system’: key concepts are revisited several times throughout the curriculum. Years one, three and five cover the same half-termly topics. Years two, four and six cover the same half-termly topics. This allows for reinforcement of the children’s personal, social, health and economic knowledge and understanding. The children’s knowledge will deepen and knowledge widen as topics are covered to meet the children’s different stages of pupil maturity.

We ensure that our display materials for all aspects of spiritual, moral, social and cultural development meet the needs of the pupils in terms of content and visual representation.

Children with learning difficulties may need more help than others in their spiritual, moral, social and cultural development and understanding.

## Informing and Involving Parents and Carers

Parents and carers are regularly informed of our values through school letters and the school website. Parents are invited to school to engage and involve themselves in their children’s spiritual, moral, social and cultural learning journey. Some of the events parents and carers are invited to school for include: the celebration British Values theme week, British events (eg, the Queen’s Birthday), school events (eg, Sports Day, Carol Service) and celebrations (eg, Awards Assemblies).

All parents and carers are informed, through the school policy, of the topics covered in PSHE. As part of PSHE, parents and carers will be informed of the content of Sex and Relationships Education and consent for this is obtained for all pupils in key stage one and two.



## **Staff Training and Development**

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly and honestly.

There is regular staff training about SMSC and this is both as Bay Education Trust and as Kings Ash Academy.

All staff at Kings Ash Academy receive PREVENT training and are aware of the policies and procedures around this.

Following the initial and introductory staff training in the academic year 2015-2016, staff training and development will continue on a regular basis to ensure there is consistency and continuity across the school in developing the children spiritually, morally, socially and culturally.

## **SMSC Auditing**

At Kings Ash Academy, we have an ongoing audit of SMSC in the curriculum and non-curriculum. This is regularly updated by the SMSC leader and other members of staff. This identifies our SMSC coverage and ensures we cover all areas of SMSC. Copies of this can be obtained from the SMSC leader.

## **Monitoring, Evaluating and Reviewing SMSC at Kings Ash Academy**

We are committed to monitoring, evaluating and reviewing the effectiveness of this programme.

Specifically important to SMSC is:

- Pupil feedback
- Staff review and feedback, particularly at staff meetings
- Parental feedback

Please ensure any feedback on the SMSC development is passed to the SMSC leader.