



**The Park Federation Academy Trust
Wood End Park Academy**

SMSC Policy

Version History

| Version | Date | Status and Purpose | Changes overview |
|---------|-------------------|--------------------|-------------------------------|
| 1 | 23 September 2014 | Draft for comment | New policy developed for WEPA |
| 2 | November 2018 | Reviewed | |
| 3 | September 2019 | Reviewed | |

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Section 1: Introduction

At Wood End Park Academy (WEPA) the personal development of students is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals.

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, and assemblies as well as other whole school events including ones parents attend. No school can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible. We set up a range of events to interest the diverse groups in our community: information sessions, annual Celebration of Culture and coffee mornings to name a few. Our website shows the full range of activities and events for parents to attend.

Section 2: Our Aims in the Provision of SMSC

WEPA has a very clear ethos in terms of the way we treat ourselves and each other. As an academy:

- We offer positive and realistic examples and role models for pupils to follow;
- We provide opportunities for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self esteem;
- All adults understand the importance they play in contributing to the personal development of each student. We relay this through our use of Opening Minds.
- Students have opportunities to reflect on moral or social issues relating to school life and the wider world; this may either be within the curriculum or via pupil leadership meetings.
- Students are offered first hand opportunities to meet different people, visit different places and discuss different beliefs and faiths.

Section 3: SMSC Across the Curriculum

Our SMSC provision will be delivered in a number of ways:

- Through the core values identified in the WEPA Behaviour Policy (see Behaviour Policy)
- Through our PHSE curriculum, built around the around the PSHE Framework but also references the Royal Society for Arts: Opening Minds

framework (see Appendix A). The curriculum includes use of visitors such as from the NSPCC and 'Life Bus' (talk on healthy and positive lifestyles).

- Through assemblies which reflect on the Opening Minds competencies, the achievements of our pupils and on special events (e.g. religious festivals, important historical events as appropriate).
- Through themed events such as Anti-Bullying Week, Let's Get Balanced Week, Futures Week and Celebration of Culture
- Through regular charity work and whole school fundraising. Each year group has a charity aligned to it too.
- Through trips and visits e.g. each year group visit a different place of worship, regular visits to the local Elderly Care Home.
- Through pupil leadership opportunities such as Prefects, House Captains, Playground Leaders, Peer Mediators and School Councillors.

Our curriculum will provide opportunities to:

- Consider pupils' own values, beliefs and attitudes and those of others.
- Promote respect for their own and other people's religious beliefs.
- Develop the capacity to think reflect and express themselves.
- Recognise the multi-faith society in which they live.
- Develop our pupil's sense of right and wrong, and the importance of taking responsibility for their actions.
- Develop awareness of the needs of others and the need to show consideration.
- Promote equal opportunities and an understanding that everyone has equal worth.
- Recognise the need to live harmoniously in society and to develop the ability to cope with conflict and difference of opinion.
- Understand that all of us have different abilities and talents.
- Exercise responsibility, show initiative and contribute to the life of the school.
- Challenge racism.
- Recognise the contribution of the many cultures represented at WEPA in the development of the curriculum and use of resources.

Section 4: Monitoring

- Class teachers will be responsible for ensuring that PSHE messages are planned carefully, and that the Opening Mind competencies are incorporated into planning.
- We note where there are opportunities to develop understanding of different elements in SMSC in their 'SMSC trackers'. Senior Leaders are responsible for ensuring the work is implemented.
- Messages and elements of SMSC will be reflected in displays around the school as well as by pupils in assemblies.

- Pupil Voice and Parent Questionnaires will be conducted at least twice a year
- Lesson Observations will be conducted each term throughout the school to obtain evidence of SMSC being incorporated in every lesson.

Section 5: Evaluation
















- SMSC outcomes will be reported in WEPA's self evaluation.
- Best practice will be shared where possible, using schools in the Trust first and foremost, including opportunities for continuing professional development.















Appendix 1: Example of Opening Minds Competencies taught

Wood End Park Academy Opening Minds Competencies in Reception

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| <p><i>Moral and Ethics</i> I can think about why we have rules and follow these rules.</p> | <p><i>Reasoning</i> I can make changes to improve my work.</p> | <p><i>Entrepreneurship</i> I can find solutions for some of my own problems.</p> | <p><i>Teamwork</i> I can take turns.</p> | <p><i>Self-Management</i> I can complete an activity in a given amount of time.</p> |
| <p><i>Making a Difference</i> I can think about how I help other people.</p> | <p><i>Creativity</i> I can use my talents to help others.</p> | <p><i>Research</i> I can think of ways to find the answer to a question.</p> | <p><i>Coaching</i> I can help others.</p> | <p><i>Coping with Change</i> I can cope when things are different.</p> |
| <p><i>Diversity</i> I can understand how people are different.</p> | <p><i>Positive Motivation</i> I can complete a task by myself.</p> | <p><i>Reflection</i> I can choose activities to help my learning.</p> | <p><i>Communication</i> I can tell how others are feeling (body language).</p> | <p><i>Feelings and Reactions</i> I can identify when I do something well.</p> |
| <p><i>Learning Approaches</i> I can choose different types of activities.</p> | <p><i>Key Skills</i> I can use money to buy things.</p> | <p><i>Leadership</i> I can talk differently to different people (role play).</p> | <p><i>Emotional Intelligence</i> I can say how I feel.</p> | <p><i>Risk Taking</i> I can take a risk.</p> |











Appendix Two: SMSC Tracker. This is completed by each year group.

| + | Planning or Events | Evidence Seen | Evidence of Work with Parents |
|---|---|--|---|
| <p style="text-align: center;">Year Group: Early Years</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spiritual Development</p> | <ul style="list-style-type: none">  When we grow up day (Reception)  People who help us topic  All about me theme  History day  Talk about item brought in from home  Photos of own family | <p>Article in local newspaper and on school website</p> <p>Visits from 'people who help us'</p> <p>Year in the life book</p> <p>Photo on the website</p> <p>Planning / display</p> | <ul style="list-style-type: none">  Invitation to assemblies that mark a range of topics |
| | <ul style="list-style-type: none">  Day to day planning and the choice of activities in the setting.  In nursery the garden project :Spring 2  Activities to explore inside and outside  Chicks Hatching in school  Visiting Farm  Visit to Ruislip Lido | <p>Observation on COEL/ UW</p> | <ul style="list-style-type: none">  Gruffalo tea party  Fairy tale parade |

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| | <p> Pupils show a use of imagination and creativity in their learning.</p> | <p> Day to day planning and the choice of activities in the setting.</p> <p> Role Play in each classroom</p> <p> Creative Table</p> <p> Fantasy Topic :Summer</p> <p> Spirited Arts Work</p> | <p>Role play</p> <p>Outcomes produced</p> | <p> Creativity workshop</p> <p> Pirate Day</p> |
| | <p> They show a willingness to reflect on their experiences.</p> | <p> YOYOB adapted chart and time to discuss the choices children have made.</p> <p> Children given opportunities to discuss playtime incidents etc</p> <p> Prize boxes, certificates and stickers for where they are on the chart.</p> <p> Recount speaking and writing</p> | <p>Analysis for behaviour chart</p> <p>Trackers reward chart</p> <p>Assembly prizes</p> | <p> Parents reflecting with the online learning journey.</p> |

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| Moral Development | <p>✿ Pupils have the 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, for example class contracts/rules, YOYOB chart.</p> | <ul style="list-style-type: none"> ✿ Class rules visually depicted in the rooms. ✿ Balloon release for Anti Bullying Week ✿ Anti Bullying charter ✿ E Safety charter | <p>Year in the life Class displays Behaviour Analysis</p> | <ul style="list-style-type: none"> ✿ Behaviour parents workshop led by FSWA |
| | <p>✿ Pupils have an understanding of the consequences of their behaviour and actions, for example reflection logs.</p> | <ul style="list-style-type: none"> ✿ Time to timetable to discuss behaviour choices. ✿ Pupils voice ✿ Adult helps pupil fill in reflection sheet after poor choices | <p>Comments from pupils voice Reflection sheets</p> | <ul style="list-style-type: none"> ✿ Discussion with parents regarding behaviour. |
| | <p>✿ They show an 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.</p> | <ul style="list-style-type: none"> ✿ Multicultural resources in small world and role play ✿ Positive images displayed in early years. ✿ Literacy planning - Burglar Bill book focus. ✿ Aligned Charity ✿ Discuss playtime choices | <p>Lesson Planning Year in the life Charity Work</p> | <p>Contribute to the activities designed to raise money for the linked charity</p> |

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| Social Development | <p>✿ Pupils use 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.</p> | <p>✿ Day to day planning and the choice of activities in the setting.</p> <p>✿ Mixed ability groupings</p> <p>✿ When I grow up</p> <p>✿ Free flow time</p> | 'When I grow up' day residents from Kingsley court | Social events with parent and child Play and stays sessions. |
| | <p>✿ They show a 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.</p> | <p>✿ 'Helping Hands' chosen each day</p> <p>✿ Tidy up time - children have responsibility</p> | On Tapestry | Parent Council support |
| | <p>✿ Pupils show an 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.</p> | <p>✿ Votes of what songs to sing at the end of the day</p> <p>✿ Choices of what to put on table</p> <p>✿ Learn about wrong and right through golden rules and boundaries of the setting</p> <p>✿ Guy Fawkes activities</p> | Photos on tapestry | |

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| Cultural Development | <ul style="list-style-type: none">  Pupils have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others, for example events such as 'Festival of Culture'. | <ul style="list-style-type: none">  We celebrate different festivals across the year through fun interactive activities that reflects the children in early years. E.g. Chinese new year Diwali  Celebrate each others' backgrounds  Use stories with characters from range of backgrounds | Art work during different festival periods | <p>Multicultural Days celebrated with families. Observation from parents celebrating cultural events on tapestry.</p> <p>World Book Day: parents invited in to read book from own culture</p> |
| | <ul style="list-style-type: none">  They show an 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. | <ul style="list-style-type: none">  We celebrate different festivals across the year through fun interactive activities that reflects the children in early years.  Celebration of culture event-summer | <p>Develop independence as they start Year 1</p> <p>Reflections from RE lessons in year 1</p> | <p>Multicultural Days celebrated with families.</p> <p>Aware of Black History Month</p> |
| | <ul style="list-style-type: none">  Pupils have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain e.g. school council elections. | <ul style="list-style-type: none">  Voting for songs at the end of the day  Choosing partners | | |

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| | <p>🌸 Pupils show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities e.g. cross-curricular events such as 'Spirited Arts Competition', the curriculum.</p> | <p>🌸 We celebrate different festivals across the year through fun interactive activities that reflects the children in early years.</p> <p>🌸 Singing Assemblies</p> <p>🌸 Spirited Art competition</p> <p>🌸 Sports Day</p> | <p>Spirited Arts Work</p> <p>Singing songs together that they have learnt at singing assembly</p> <p>In the past, there have been arts and crafts clubs after school. There is one each Saturday where pupils can make a range of items</p> | <p>Invitation to assemblies</p> |
| | <p>🌸 They have an 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.</p> | <p>🌸 We celebrate different festivals across the year through fun interactive activities that reflects the children in early years.</p> <p>🌸 'Understanding of the World' is a key area in the curriculum.</p> <p>🌸 'When I grow up' day</p> | <p>Behaviour Log: no racist incidents</p> <p>Playground observations: pupils play with each other.</p> <p>'When I grow Up' day</p> | <p>Celebration of Culture event-stalls to represent different faiths</p> <p>Parent Council</p> <p>The Information sessions</p> <p>Invitation to range of events such as tea parties etc.</p> |