



SMSC Curriculum Overview

Reviewed by Stacey Clarke and Staff Team
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Spiritual, Moral, Social and Cultural (SMSC) Development at WBIS

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At West Byfleet Infant School, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At West Byfleet Infant School
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> - RE curriculum explores all aspects and celebrates diversity - Planned assemblies for key festivals linked to demographic of school - New SACRE curriculum embedded across the school and pupils reflecting deeply linked to key aspects - Local visits to church enable community links - School council projects allow children to experience citizenship - Specific text types are planned and linked in Curriculum coverage - Nativity allows pupils to learn, express and share
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> -SACRE curriculum embedded across the school -Uniform allows pupils sense of 'belonging' linked to Vision -Personal experiences- assemblies delivered by different staff across the week -Pupil experts – share their beliefs with others in assemblies -Displays in school reflect identity and all pupils -Chatterbox initiative gives pupils individual identity -Tapestry is a platform for sharing home/school life -Wow Wall allows achievements and successes to be celebrated
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> -Show and Tell – listening to others, questioning children to gain insight, Tapestry to link home/school -Dress up days – 'Express Yourself Day' PHSE Curriculum -PSHE curriculum explore through units that progress throughout Yr R-Yr 2 - Vision – 'Inspire' used to share visitor experiences, workshops and successes in extra curricular activities -Wraparound Care offer for pupils and families that need service - Class Bear – Year 1 and 2
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Role models- adults/pupils/school council and Behaviour Policy - Values – embedded across school and children able to reflect in 'Learning for Life' session weekly - Positive/Growth mind set – fostered in all interactions - Confident speakers/ability to reflect – Learning Zoo - Personal Cog- Real PE - Using mindfulness and reflection activities to support articulation

<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> -Zones of Regulation – whole school approach -Positive/Restorative behaviour approaches outlined in Behaviour Policy -PSHE Curriculum Units link directly – curriculum maps and objectives -Assemblies – Linked to Values with outside group engagement in delivery (Engage etc) -Exploring a range of texts within PHSE and 'Learning for Life' Assembly -RE Curriculum And Vision displays within school environment - Contributions to Church Art projects - School Council leading on Harvest Collection
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> -School Vision and Values visible and embedded through school life -Modelling respectful communication between all children and adults – Code of Conduct -Parent partnership – open door policy, surveys, workshops etc -Lunchtime recording books – low level behaviour concerns -Behaviour policy- consistently implemented - EYFS- exploring meaning of rules/school vision/ethos -Learning environments display expectations -Assembly – Vision and Value focus weekly -Learning Zoo – Characteristics of effective learner embedded and reflected daily
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> -I do, we do, we do... - teaching style to allow structure and application -Adaptive teaching in place – scaffolding and differentiation evident on planning -Thinking Time – fostered and used in classes to support processing and recall of knowledge -Concept Cartoons – used in Science Curriculum to support big ideas and concepts -Curriculum Planning – questioning and enrichment opportunities -Planned questions – MTP and weekly discrete planning in place across school -Planned higher order questions – Bloom's Taxonomy

MORAL

<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> -Behaviour Questions provide a restorative approach and allow reflection in the moment -Golden behaviour rule – embedded and used across whole school - Star of the week and Sports Star awards to celebrate success and effort in learning -Classroom rules- generated by pupils at the start of the year - Learning Zoo embedded with sticker rewards for being an effective learner and rewarding process over product -Behaviour Policy in place and followed by all staff and pupils -Updates in assembly – Vision and Values used at start of collective worship - School vision and values – evident in school and within behaviours for learning - Friday reflection time – linked to Values
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Assembly – planned sessions linked to Religious celebrations and representing diversity and demographic of school context - PSHE/RE curriculum (SCARF and SACRE) - School council supporting that ALL have identity within the school and promoting whole school initiatives - Behaviour policy – embedded and used consistently across school - Eco Team working on key development targets and objectives – Green Flag status school - Story voting/school council/vision stickers – promote the Vision, School Values and British Values
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> -Wow walls – in each classroom celebrate individual achievements -Anti bullying week – whole school event and linked in PHSE Curriculum -Culture that mistakes are positive – learning experiences -Learning environments/class rules established and referred to within teaching and learning -School council – pupil voice clear and evident across school and community -Inclusivity- everyone has a voice -Responsibility Rangers focus on supporting pupils and provide a role model status
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Lunchtime stickers link to LUNCH rules – generated by pupils - Learning Zoo – behaviours for learning embedded and rewarded in teaching and learning - HT awards – weekly on newsletter to promote 'success' - Feedback- parent partnership from Parent Survey, Workshops, Report feedback etc - Positive learning environment – validated with external visits and reports - Star of the week –celebrating successes for individuals - Attendance bear (MAC) with trophy, Values trophy

	<ul style="list-style-type: none"> - Line up trophies - in the playground all support promotion of desired behaviours as per policy - Proud Cloud in classrooms supports behaviour sorting and is an individual reward for 'green' choices
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Behaviour policy embedded across school – shared with parents - CPOMs – platform for recording and responding to concerns and issues - Assemblies – linked to local and global headlines where appropriate - National days – timetabled into Curriculum to support citizenship (Odd Sock Day, Mental Health Week, STEM week) - High expectations set by all staff in school – clear behaviour policy in place
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE Curriculum (SACRE) – adopted new format of syllabus supporting pupils understanding and depth of knowledge - Local walks – weaved in Curriculum projects to support concepts - Religious celebrations - links to places of worship, pupil experts, parent visitors, community groups - Parent engagement – survey, workshops etc - Office staff- supportive with all families - Website – multi-functional language translator button
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - Golden rules- high expectations/behaviour logs used to track low level concerns - Behaviours for Learning - red/green behaviour sorting - Behaviour systems to support pupils in their development - School council – supporting whole school projects and community links - Eco/Gardening – providing outdoor learning opportunities - Posters – displayed to support choices and give visual representations - Zones of regulation in all classes – used to support and apply emotional regulation strategies - Role modelling – staff display desirable behaviours and model through code of conduct
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> -PSHE linked texts within Curriculum projects -ENGAGE/RE team – termly visits for pupils -Responsibility Rangers, Playground Friends in place to support pupils -Assemblies – key texts, British values, global national days incorporated into planning

-E-safety in Computing Curriculum – workshop provided for pupils and parents
-Recorder club/Singing Assembly – songs used to promote Vision and Values
-Social Cog- PE Curriculum supports application across school day

Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.

-Values – posters displayed in all classrooms with definitions
-Assembly – Vision and Values shared daily/weekly
-Values Stickers – used in the moment and on 'Learning for Life' reflection session
-Values Banners – celebrating diversity and cohort demographic

SOCIAL

Identifying key values and principles on which the school community life is based.

- Values Rainbow - trophy, stickers, mufti days to embed each value half-termly
- Restorative Behaviour policy embedded across school and revisited in assembly, class time
- Learning Zoo – behaviours for learning embedded in teaching and learning
- Lunch Rules – supporting social aspects
- Golden rule – followed by behaviour questions
- Parent partnership – newsletter, workshops, values updates
- Key texts linked into PHSE Curriculum and Assembly Planning
- Assemblies – focused session every Monday to look at Values and explore big idea and make relatable to age and stage of development

Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.

- Inclusive Environment – outlined in Vision and SEN Policy
- Staff List – generated with staff for additional languages spoken to support pupils and community
- Policies – statements evident and visible in monitoring evidence
- ELSA – supporting targeted pupils with 1:1 and group sessions
- Books – Curriculum planning focuses and book corners have wide variety of text types
- Sport/PE – inclusive and focusing on fundamental skills to enable all pupils to participate, lunchtime clubs providing active opportunities for PP children.
- Representation through text books, assemblies, community events, display boards
- Community Events planned throughout the year linked to Curriculum projects, fundraising and whole school initiatives
- Parent workshops – learning buddies with children and modelling of teaching techniques and strategies for parent community
- Translate button on website provides accessibility for whole community
- Parenting Puzzle – run twice a year and supports vulnerable/targeted families

Encouraging pupils to work cooperatively.

- School Council – meetings weekly and providing a collective voice for children to share in school developments
- Sports Day – into teams and collaborative activities to build teamwork
- Eco Team – working on projects for whole school and developing global awareness
- Playground Friends – developed and embedded to support social times within school day
- Learning Partners – to ensure all pupils contribute and participate in discussions

	<ul style="list-style-type: none"> -Marble Jar – Collective whole class reward and links to British Values - Democracy -PE Cogs – working on characteristics of sportsmanship and how to encourage and support each other -LSA training – supporting and upskilling delivery in classroom practice -Curriculum planning – identifying and using opportunities for group work, paired work etc.
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> -PSHE, RE and History curriculum – direct objectives to support this development -Teacher expectations – linked to procedures and policies -Life bus workshop – supporting healthy lifestyle -Vision – belong, Inspire, Succeed embedded in school life -Assemblies – focusing on key big ideas from Values rainbow -Key Texts – developed within Curriculum subject areas -Behaviour Policy – embedded and visible in environment
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> -Sports Day – whole school involved and community invited to participate and support -Trips – planned linked to Curriculum projects to provide enrichment and hands-on experiences -Local trips – use of local area to develop field work skills -Workshops – valuing parent partnership and supporting home/school relationships -Year 2 Leavers Assembly -Productions – all Year groups performing to audience -RE visitor group - external experiences
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> -School Values – WE HAVE rainbow – embedded in school -Mufti days – cultural diversity celebrated and charitable events a focus to develop global awareness -Positive adult role models – staff demonstrate at all times and adhere to code of conduct -Celebration assembly – individual successes celebrated and shared across school -Range of books – identification of key concepts and PHSE Curriculum delivers units with key objectives -Behaviour Sorting – referred to as 'red' and 'green' – links with Behaviour Policy -Learning Zoo – allowing pupils to be aware of how to be an effective learner and what skills are required -Playground Friends, Responsibility Rangers – roles to support pupils development
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> -PSHE & RE (SACRE) Curriculum goals -Safeguarding – discrete teaching in Curriculum plans with regard to Online Safety, Pantosaurus, NSPCC -Golden Rule – one rule that everyone lives out daily 'treat others as you would wish to be treated' -Growth mind-set – developmental and supports Emotional Literacy skills

	<ul style="list-style-type: none"> -Life Bus Workshop -British Values – developed in class discussions and assemblies. -Assemblies – visitors, focus on global issues as they arise, charity and fundraising focus
<p>Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</p>	<ul style="list-style-type: none"> -Book voting – established for British Values in classrooms -School council – allowing issues and projects to be led by pupil voice -Class assemblies and class elections – allowing pupils the opportunity to present, listen, vote and represent - Playground Friends – supporting all pupils to feel included and valued through peer interaction Eco Team – addressing in school and local issues
<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> - School council – established and confident in taking on whole school projects for our setting and supporting wider community -Classroom rules – reviewed and referred to throughout the school day -Learning Zoo – promotes independence within behaviours for learning and how to be effective in your own development -Responsibility Rangers – focus on upholding the Values and model to others
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> - Parent Assemblies – invited to come and celebrate successes - Come and Learn – parents as learning partners to develop strategies and tools - Seasonal performances – linked to key events and performance to an audience - Local trips – using local links and community to develop citizenship - Classroom roles – support responsibility and develop independence - PFA – running inclusive events and ensuring all pupils benefit from fundraising - People who help us – focus in PHSE Curriculum - Work experience students – introducing and working with others to grow opportunities - Close links with the junior school – collaboration across site - After school clubs – enrichment offers a varied options for a range of interests - Local Art Displays – links with church

CULTURAL

Providing opportunities for pupils to explore their own cultural assumptions and values.

- Chatterbox – provides individual identity sharing opportunity within class
- PSHE & RE curriculum – planned units and concepts addressed and taught
- Rights of the child – ensuring all policies and procedures are followed by all
- Vision supports 'belonging' and exploration of faiths, beliefs and culture
- Stories – linked into Curriculum subject areas
- Tapestry – a platform to explore home/school and build links
- SACRE- world views interweaved into Curriculum
- Role play opportunities – available through specific focuses in EYFS and Year 1
- Assemblies – themes based on world events and celebrations

Extending pupils' knowledge and use of cultural imagery and language.

- Stories – used in English and through Foundation Subjects to support teaching and learning
- History/Geography Topics – visual imagery used in lessons alongside multi-media presentations and videos
- Assemblies – use Newsround for global issues
- Tapestry – parent partnership contributions allow discussions and in depth visual representation
- Trips and local area visits – looking at changes over time within Curriculum objectives
- Community links – using local resources and groups to support enrichment and experiences
- Staff and external companies – visits and using 'staff' experts to share lived experiences with children
- Staff translators – supporting new families and families with English as an additional language
- Staff knowledge and sharing of culture – used for examples and to support in assemblies

Recognising and nurturing particular gifts and talents.

- Tapestry – parent partnership tool to provide a platform that supports sharing of achievements in personal life
- Celebration assembly – demonstrations of model examples
- 'Wow Star Moments' – shared in Year R for achievements outside of school
- Chatterbox – child-led and allows opportunity for personal expression
- Show and Tell – focused on achievements and successes outside of school
- Extra curricular opportunities – varied and accessible to whole school
- Performances in school and at local community events

Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.

- Broad and balanced curriculum – timetable is monitored and all subjects are taught across the week
- Surrey Arts – external Music specialist for whole school
- Brush party – links to external Art events
- Sky Arts week – National event and raising profile of Art (exhibition produced)
- Different Artists – Curriculum focus and key learning points a focus within lessons
- World Book Day – activities and events planned and delivered across school

	<ul style="list-style-type: none"> - Black History Month – Curriculum focus and linked to a significant person in history - Community events- e.g. Olympics Week, STEM Week
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - Chertsey Museum – subscription that supports 'theme' boxes of artefacts etc - Arts week – celebrating and allowing pupils to express through a range of stimulus - Church visits/display – community links and representation in local area - Artists focus – Art Curriculum and expectations across school - Workshops – external visits to link to Curriculum projects - Surrey Arts – deliver weekly external Music sessions - Different Cultural Music genres – used in Assemblies - School Trips – linked to places that provide deepening of project learning
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> -Displays – in all classrooms and communal areas to support desired behaviours -Assemblies – main focus at beginning of each assembly (dedicated Values assembly every Monday) -Wow Walls - in each classroom that display children's work -Art Exhibition – shared in hall and visible to community -Olympic Week – diversity and inclusivity focus for whole school -Cultural Traditional Day – using cohort demographic to establish specific focus -Chatterbox – children expressing personal beliefs, culture, family etc -Celebrating Achievements – 'Star Moments', Values trophy, Attendance trophy, Star Learners, Sports Superstars
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> -Science – Curriculum has a focus on change through time and applying to real life experiences -History/Geography Curriculum – links evident in planning documents -PSHE, RE Curriculum – allows exploration and extends thinking - Assemblies – key focuses from calendar -PHSE Themed week – 'Express Yourself' Place2Be and Surrey County Council initiative

Spiritual

Visitors from Different Faiths

School Vision, Values and Behaviour Policy

Charity Work/Fundraisers

WBIS Got Talent! Celebration Assembly

Chatterbox

Themed days / Weeks

Whole School Assemblies

Values Class Assemblies

Class Bear - Year 1 and 2

Assembly Reflections

RE/PHSE Curriculum Planning

Curriculum Topics

ELSA

Local Area trips

'Learning for Life' Assemblies

Playground Friends & Responsibility Rangers

School Website for photographs and blogs

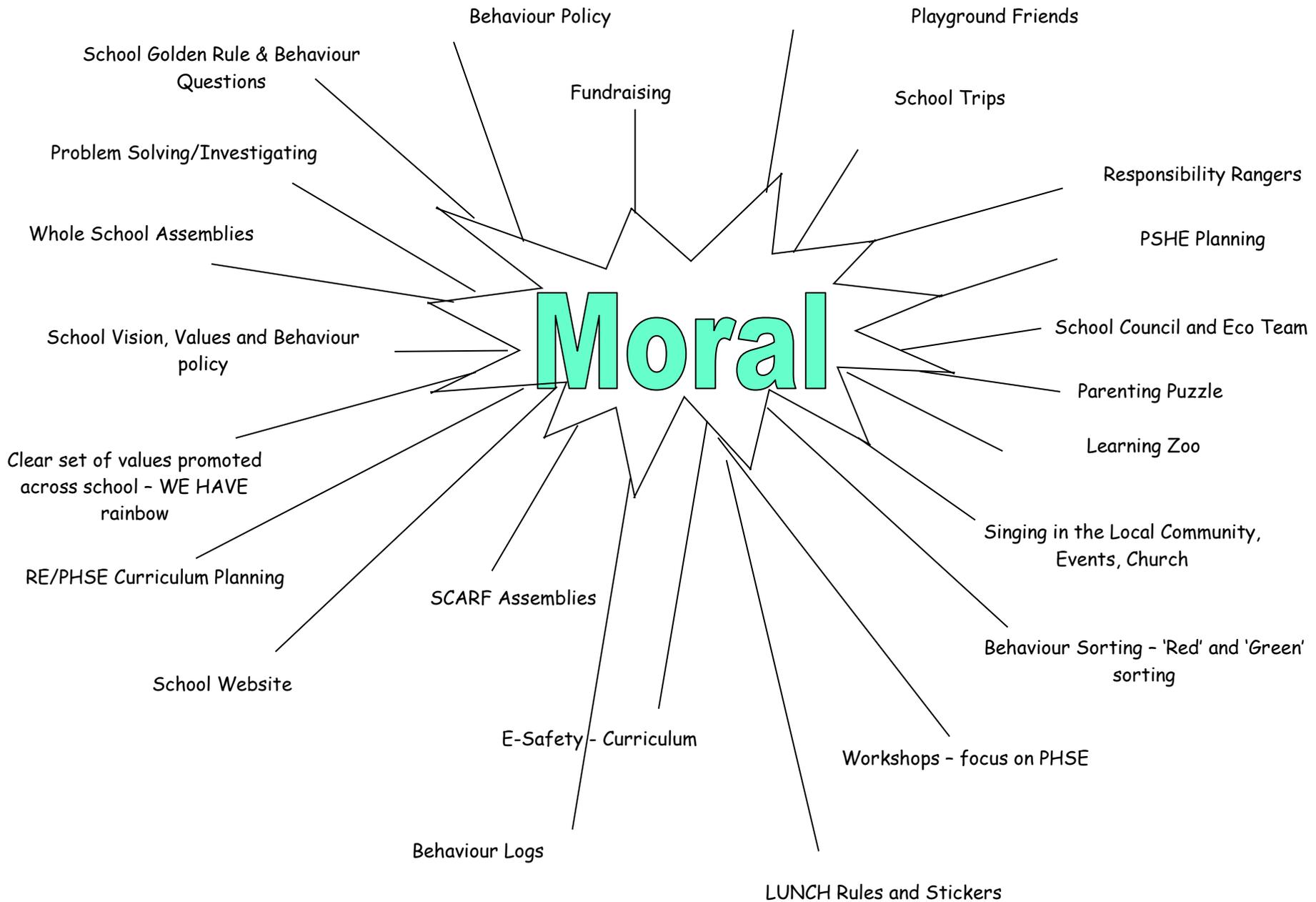
Marking and Feedback Policy

Curiosity Cube

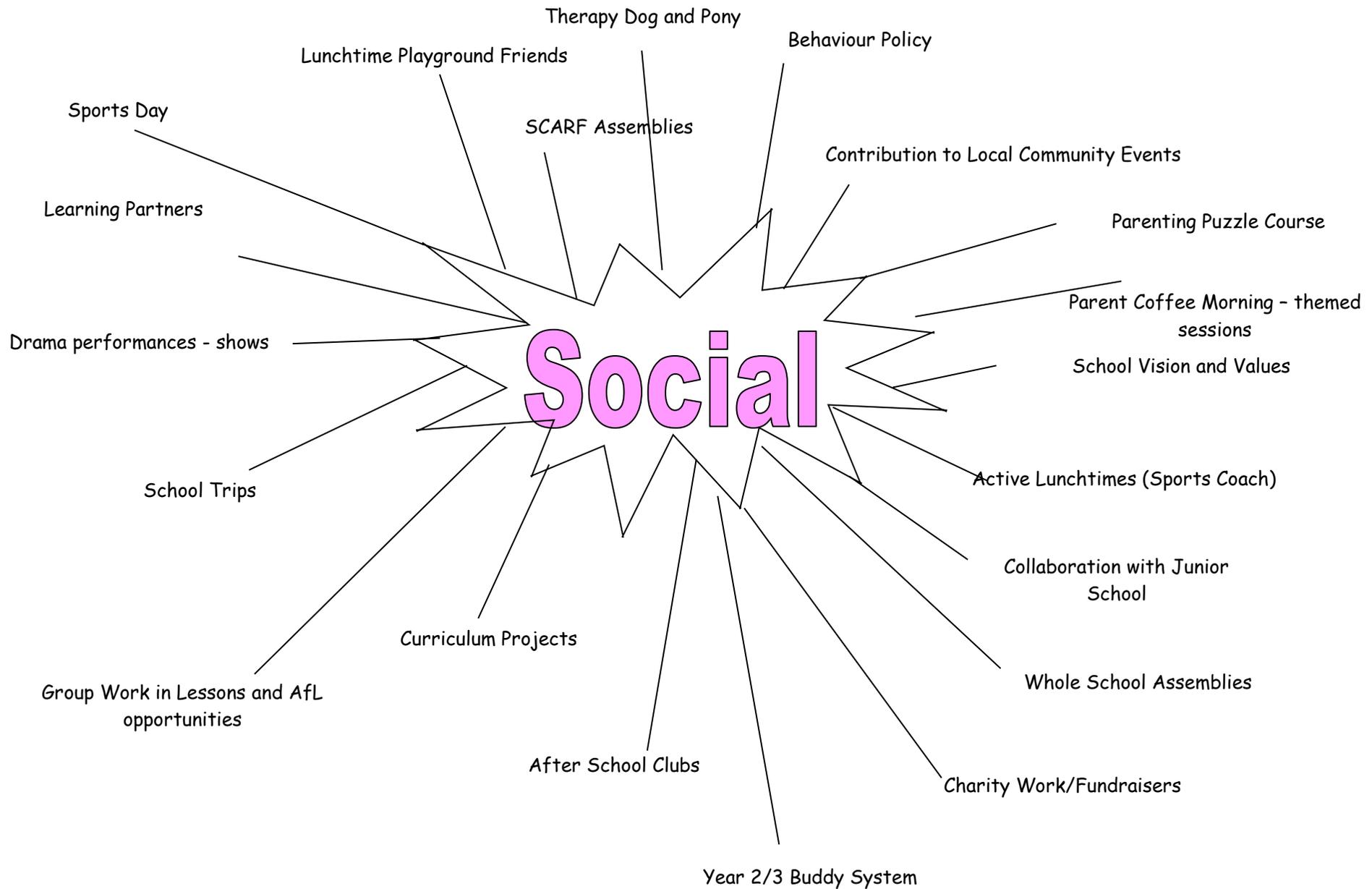
Family Pastoral Worker

Reasonable Adjustments for Underserved Pupils

Moral



Social



Cultural

Events with Junior School

RE Curriculum Planning

Parent Visitors - linked to festivals and celebrations

Staff and Pupil Experts

Internet to Research

Displays around the School - Vision and Inclusion

SCARF Assemblies

Celebrations of Different Religious Festivals
(Christmas, Harvest, Easter, Chinese New Year, Diwali, Eid, Shabot)

Different Menus for Celebration of Events - catering company

Cultural Week

Photographs on Website - Class Pages

Surrey Arts Music Lessons

Chertsey Museum Boxes

Local Area Visits

After School Clubs

Historical/Geographical Projects

Curriculum Project Experiences—Visitors, Trips and Themed Days