

Curnow School –Spiritual, Moral, Social and Cultural Education and Promotion of British Values OFFER

Our school recognises SMSC is important in providing a foundation & framework which inspires pupils to learn and engage in the world around them by gaining spiritual, moral, social and cultural understanding which will ultimately enable them to complete functional tasks and have a greater understanding of themselves and others in everyday life. All pupils (EYFS – P16) experience a breadth of SMSC throughout the curriculum, and is of vital importance in our ambitious curriculum offer. How SMSC is studied is formally identified through personalised learning routes/ pathways determined by pupil learning need, EHCP outcomes, & assessment of learning outcomes (following baseline/ moderation). It is acknowledged that for some pupils we need to address their individual developing SMSC needs and strive to provide them with explorative and sensory opportunities to support development of a greater understanding of their culture and the world around them which will be addressed via our **L2L** pathway/ offer where applicable. The more 'formal' subject specific teaching/ learning is achieved via our **R2L** strand which offers a breadth/ depth within the PHSE/RE areas outlined via our LT planning (Yr2 – Yr 11) which is key skill led. As our pupils are at such different stages of learning we know they require highly differentiated teaching & learning approaches, therefore, differentiation within a whole class session is essential to our sequenced teaching delivery. The guiding principles which inform our SMSC offer are based upon the Quality of Education framework which judges the intent, implementation of our sequenced SMSC curriculum & its impact upon their learning via their developing knowledge & skills obtained which prepares them well for their next stage. The LGB measure the success of the school's SMSC curriculum via reports received by middle leaders & the HT which includes the self-evaluation regarding the QoE for SMSC leading to identified developments if/ as required; reports will additionally include the evaluation of the delivery of the curriculum (sequenced teaching of the curriculum) & the impact upon pupil's learning via the progress they make over time evidenced by the assessment we hold.

INTENT:	IMPLEMENTATION: - <i>Our school will implement a breadth of learning via long term planning identified securing delivery the main principles outlined below:</i>	IMPACT
<p>To enable pupils to develop / further develop their knowledge, skills and conceptual understanding of spiritual , moral , social and cultural education as well as the fundamental British values :</p> <p>Spiritual Development</p> <p>Experience fascination, awe and wonder Explore the values and beliefs of others Understand human feelings and emotions Use imagination and creativity</p> <p>Moral Development</p> <p>Investigate moral values and ethical issues Recognise right and wrong and be able to apply it Understand the consequences of their actions</p> <p>Social Development</p> <p>Develop personal qualities and use social skills Participate, cooperate and resolve conflict Understand how communities and societies function</p> <p>Cultural Development</p> <p>Explore, understand and respect diversity</p>	<p>We recognise the importance of promoting SMSC and British Values by the example set by adults in the school, therefore the promotion of SMSC and BV development is considered to be a 'whole school' aim which is measurable by 'hard' outcomes (explicit, planned and coherent opportunities to promote pupils development are provided in RE (Cornwall agreed Syllabus 2011 and the non-statutory framework for PSHE) and 'soft' outcomes (through a significant contribution which is made through the school ethos, effective relationships throughout the school, collective worship and other curriculum activities).</p> <p>R2L SMSC and the Promotion of British Values is delivered through cross-curricular links as well as explicit links made with the RE and PSHE curriculums, EHCP outcomes and IEPs. The SMSC and PBV curriculum will</p> <ul style="list-style-type: none"> • Identify within long term planning the teaching focus and duration of each area • Identify and outline end points (Key Skills); what the school intends the pupils to study within SMSC at each key stage 	<p>Pupils:</p> <ul style="list-style-type: none"> • Make progress from their differing starting points & over time progress well within the key skills of SMSC education to ready them for life in the wider world. • Pupils can use and generalise SMSC knowledge and understanding confidently within their day to day lives. • Pupil progress builds upon prior knowledge and understanding (their current skills/abilities) and prepares them well for their next stage; next steps secure challenge within all learning • Pupils enjoy their learning and engage well • Pupils have a greater understanding to be able to make informed choices about how to live healthy and safe lifestyles • Pupils have a greater understanding of relationships, their communities and the wider communities of other people.

<p>Participate in and respond to cultural activities Understand and appreciate personal influences</p> <p>The Promotion of British Values through its 5 areas of ;</p> <ul style="list-style-type: none"> • Democracy, • The Rule of Law • Individual liberty • Mutual respect • Tolerance of different faiths and beliefs <p>Which are embedded through the Upper and Lower School Ethos and Values in our Curnow Code of</p> <p>Curnow Code Upper School :</p> <ul style="list-style-type: none"> • To be kind and thoughtful to others • To look after the school and everything in it • To always try our best • To keep ourselves and others safe • To always show people how good our school is • To learn how to cope when things go wrong • To be happy and healthy <p>Curnow Code Lower School):</p> <ul style="list-style-type: none"> • Be a good friend • Be careful with toys and equipment • Show our best work • Use our good manners • Welcome visitors and friends 	<ul style="list-style-type: none"> • The SMSC curriculum will ensure it remains sequenced yet tailored to individual pupil needs and next steps identified in ECHPs • Ensure a process for the baseline/ previous assessment outcomes linked to RE and PSHE informing future ‘pupil friendly’ targets (ensuring stretch & challenge); targets identified enables pupils to work towards the specified end points (ensuring learning remains part of a well-planned sequence) <p>The L2L offer examines the development of prerequisite skills within Social, Emotional and Mental health, Cognition & Learning, Sensory & Physical and Communication & Interaction with outcomes designed for each pupil woven through their timetable accessed through NC subjects. Personalised learning targets are designed using EHCP outcomes, Engagement Steps (summative assessment outcomes) & outcomes identified via the pupil observational process adopted by the Trust.</p> <p>Our Post 16 offer further encourages and develops pupils’ skills within work related learning and focuses on using these skills more functionally and with purpose within their adult life.</p>	<ul style="list-style-type: none"> • Are prepared well for the next stage; next steps secure challenge, promote resilience within all learning and the wider world. • Further shape their own ability to think, learn, solve problems and make informed decisions. • To have developed their sense of understanding of what is right and wrong and act upon it accordingly by taking personal responsibility for their actions, including an understand for the Rule of Law. • Enable pupils to act respectfully and considerately towards others, to make informed and responsible choices. • Enable our pupils to care and act responsibly towards each other and respect others views and if necessary being able to resolve difficulties, conflicts and differences. • Enable pupils to lead a life after school which is as independent as possible.
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EYFS – Yr1	L2L KS 1 (Yr2) – KS4	R2L KS 1 (Yr 2) – KS 4	Post 16
<p>Within our EYFS provision SMSC learning and promotion of British Values is delivered via the interest led approach used pursuing all Core and Specific EYFS areas:</p> <p>Our EYFS provision will be a secure foundation through learning which is planned around the needs and interests of each individual child; delivery of SMSC will focus upon promoting/ further developing pupil engagement, interest & early skill development which encourages them to:</p> <ul style="list-style-type: none"> • develop their sense of awe and wonder • help them to learn to play imaginatively and creatively • engage with other people and their environment • develop their skills within communication, playing and exploring • develop and learn from relationships/ friendships • build their curiosity (child initiated learning) and enthusiasm for learning • begin to think critically to engage creatively 	<p>The SMSC curriculum will be taught and delivered through personalised learning outcomes as well as explicit topic based sensory experiences through the PSHE and RE curriculums. Using established observational frameworks and assessment outcomes (B2 Engagement steps and /EYFS targets) we will plan/ differentiate learning outcomes within any of the seven areas of engagement.</p> <p>Through such development we can build upon pupils' current skills, developing their knowledge and understanding to ensure learning becomes embedded within long term memory.</p>	<p>Once pupils personalised learning pathways have been identified (informed via assessment/ observational outcomes) those following the R2L pathway will work more formally within subject specific key skills learning, developing spiritual, moral, social and cultural understanding as well as the promotion of British Values, through discreet PSHE and RE lessons, collective worship and assemblies as well as links made through the wider curriculum subjects as well as through the school ethos and core values.</p> <p>The Key Skills in SMSC and PBV are</p> <ul style="list-style-type: none"> • Spiritual, moral, social and cultural understanding • democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. <p>Long term planning is identified across the school to ensure there is a range/ balance within the breadth of study offered & that learning is achieved via a continuum developing skills and knowledge accordingly. Personalised learning outcomes are derived from assessment ensuring learning remains part of a well-planned sequence.</p> <p>Pupils will experience a range of activities delivered in structured, sequentially planned sessions featured within class timetables.</p>	<p>Within Post 16 the teaching delivery of SMSC and British Values is delivered through the 3 strands of Work related learning, independence, life skills and health and wellbeing. Assessment is through our bespoke functional skills track back assessment for this Post 16 curriculum. Accreditation opportunities will continue through ASDAN Personal Progress units linked to the three strands of the curriculum and in particular through the health, wellbeing and relationships strand.</p>
<p>Development of fundamental SMSC skills and promotion of early British values within the breadth of the EYFS offer</p>	<p>Development of engagement skills / very early SMSC and British Values concepts with an emphasis on generalising learned skills to wider contexts/ people.</p>	<p>Development of SMSC skills and fundamental British Values within the breadth of offer delivered via key skills and knowledge-based approach; accreditation opportunities identified where these add value / purpose to the pupil</p>	<p>Development of SMSC and British Values understanding, and functional skills in preparing pupils for adult life.</p>

SMSC and PBV – R2L Sequence of Learning (Key Stage end points)

- **Intent:** All students will learn and develop skills that enhance their spiritual, moral, social and cultural understanding as well as fundamental British Values through a broad and balanced curriculum which inspires pupils to learn and engage in the world around them by gaining skills which will ultimately enable them to complete functional tasks and lead a life after school which is as independent as possible.

EYFS/ YR1

By the end of EYFS/KS1 (Yr 1) pupils will:

EYFS and KS1 curriculum develops, supports and promotes a sense of enjoyment and fascination in learning about the world around them. Opportunities for curiosity, imagination and creativity are developed around the needs and interests of each individual child and children are encouraged to

- explore the world around them
- engage with other people and their environments whilst communicating, playing and exploring.
- problem solve and resolve conflicts with support where necessary
- engage creatively with others
- Pupils will attend and experience religious festivals and celebrations through sensory experiences

KS1/KS2

Building upon prior learning by the end of KS2 pupils will:

Throughout KS2 Children begin structured and explicit learning through PSHE and RE, of skills, knowledge and understanding relating to SMSC in a more formal way.

- Enhanced an understanding of the world around us.
- Understood the importance of belonging to a group and the effect it can have on lives/communities/families.
- Promote and develop positive, caring and responsible attitudes amongst the pupils, whilst enabling them to develop a greater understanding and appreciation of other people's needs and beliefs.
- An awareness of and reflect on their own spiritual and moral values in life experiences
- Experienced stories, artefacts and celebrations related to different religions
- Experienced collective worship that enables pupils to be part of a community and share values
- Experience ceremonies and rituals associated with religious beliefs
- Pupils will attend and experience religious festivals and celebrations

KS3/KS4

Building upon prior learning by the end of KS3 pupils will have:

Within KS3 & 4 pupils begin to develop skills within more functional settings and experiences. They will be encouraged and supported to transfer skills learnt to new experiences and situations.

- Increased awareness social and moral aspects of religions including care and respect for others
- Developed an understanding of religious traditions and to appreciate the cultural differences between them
- An enhanced understanding of the world around us.
- Developed skills useful for a range of carers in adult life
- Begun to communicate their own ideas/beliefs and have an appreciation of other people's needs and values
- Pupils will/have experience of / attend collective worship, religious festivals, celebrations ceremonies and rituals associated with religious beliefs that enable pupils to be part of a community and share values
- Be able to talk about their feelings, thoughts and beliefs openly as well as recognise the impact these may have on others.

Post-16

Building upon prior learning by the end of Post 16 students will:

By then end of Post 16, our aim is that young adults should be able to use and apply skills in wider settings and with wider contexts, ready for the world of work and where possible independent living. They should have developed Spiritual, moral social and cultural awareness through

- An understanding of their place in the living world in relation to the past and present, including their local communities.
- Developed knowledge and understanding how their actions affect others and the environment.
- Developed an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people.
- Experienced and appreciate the language and lifestyles of other cultures.
- Gained an understanding of charity and work alongside locally based charitable groups.
- Utilised the knowledge, understanding and skills gained to enhance their lives as adults.

Assessment of learning:

Pupils within Yr2 – Yr 11 will be assessed using the developmentally appropriate assessment system regardless of age/ stage of learning. SMSC is formally assessed through the strands of PSHE and RE within the Trust’s assessment cycle which will evidence pupil progress over time which will be kept in individual pupil non-core files; teachers will use the gathered data & formative assessment outcomes to inform future learning which secures challenge, structures and sequences learning ensuring learning is embedded well in long term memory; this process will also help teachers to identifying individual interventions where necessary.

Assessment of learning is undertaken each teaching session to ensure learning remains sequenced building upon prior learning (developing long-term memory). Teachers use formative & summative assessment to ensure all learning is informed by previous attainment (learning always remains part of a well-planned sequence regardless of skill set/ needs type of pupils)

- **EYFS – Yr1:** Assessment in our Early Years settings is obtained via B2 Connecting Steps which records the achievements pupils make, covering the range from birth to the Exceeded Early Learning Goals (ELG) within the Prime areas of Communication and Language and PSED and the specific areas of Knowledge and Understanding of the World. EYFS pupils will also encounter SMSC and BV through bespoke learning targets which may include “Then, Now, Next” circles, IEPs, EHCP targets and therapy targets (in consultation with physiotherapists); these targets are delivered daily/ through the school week.
- **L2L:** Pupils not yet engaged in subject-specific learning We acknowledge that for some pupils within our schools there is a recognised need to address their developing understanding of very early SMSC and BV concepts (pre-requisites to learning); early concepts are identified within Social, Emotional and mental health area as well as Cognition & Learning strands. These strands of learning focus upon pupil’s developing skills of engagement found within the areas of responsiveness, curiosity, discovery, anticipation, persistence, investigation and initiation. L2L pupils will encounter SMSC and BV through bespoke learning targets informed via an observational engagement profile and assessment outcomes (B² Engagement Steps) which may include “Then, Now, Next” circles IEPs, EHCP targets and therapy targets (in consultation with physiotherapists); these targets are delivered daily/ through the school week.
- **R2L:** Assessment is undertaken via pupil ECHP review process as well as B² Progression Steps which covers all aspects of the National Curriculum framework including Personal, Social, Health & Economic Education and Religious Education, ensuring there is a breadth and balance in the curriculum pupils study leading pupils, when ready, to begin to/ study for/ obtain qualifications outlined within the statutory assessment frameworks published by the DfE.
- **Post 16:** Curnow bespoke Functional Skills assessments. Students within the Post 16 classes will be additionally assessed using the learning outcomes identified within any accreditation/ qualifications systems used & via the modules of work addressed (in accordance to accreditation/ qualification pathways which secure all modules addressed hold meaning/ challenge for each student). The Post 16 offer will identify such accreditation.

EYFS B² (EYFS – Yr1) Prime Areas of Communication and Language and PSED and the Specific Area of Knowledge & Understanding of the world	L2L/B2L B ² Engagement Steps Personalised EHCP Outcomes & IEPs	R2L B ² Progression Steps All PSHE and RE areas are identified within our long-term planning – Yr2 – Yr11	Post 16 Curnow Bespoke assessment – Yr12 – Yr14 Health, wellbeing and relationships
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SMSC and PBV Assessment & Frequency

EYFS B² ASSESSMENT Prime Areas

Communication and Language
and PSED
Specific Area of Knowledge &
Understanding of the world

L2L SEMH & Cognition & Learning B² Engagement Steps/ EYFS Assessment

Informed via
Personalised learning need
(Therapy Targets)

R2L (Yr 2 → Yr11) PSHE and RE Progression Steps

Post 16
Curnow Bespoke assessment
SMSC and British Values is assessed
through the delivery of the 3 strands of
the curriculum

Frequency of Assessment

Termly; key targets identified via EYFS delivery.
Summative assessment each term – end of year data report summative progress (% of emerging, expected, exceeded).

Frequency of Assessment

Half termly; key targets identified via therapy programmes in consultation from physiotherapists (targets can also be identified via IEPs obtained from EHCP outcomes)

Frequency of Assessment

termly; key targets identified via Progression steps PSHE RE assessment
Summative assessment each term

Frequency of Assessment

Termly; key targets identified via the Curnow bespoke assessment and delivery within the health, well-being and relationship strand of the curriculum; summative assessment each term

Summative assessment framework: Pupil progress files – recording and reporting

Progress files/Non-core progress files are provided for all pupils; these are designed to celebrate each pupils' personal successes and achievements sharing such success with their families and the wider school community. Outcomes collated further inform the SPT moderation process; progress files are additionally used to secure structured conversations with parents during termly progress meetings and within the Annual Review of EHCPs.

Moderation: Moderation will be undertaken by the subject co-ordinator for this area to ensure teacher assessment demonstrates accuracy when determining pupil's progress ensuring all learning remains part of a well-planned sequence for each pupil. Outcomes following moderation will further inform the subject co-ordinators development plan for this subject area to ensure the teaching delivery of this subject is in accordance to the planned intent/ impact designed and staff are in receipt of the appropriate CPD to ensure this subject area is taught well. Baseline assessment for all pupils new to each school will scrutinise the accuracy of assessment undertaken securing accuracy in the planned sequence of future learning (next steps) ensuring subsequent target setting is accurate and demonstrates the appropriate challenge in what pupils are learning.