**SMSC Overview**

**Red Group Yellow Group Purple Group Green Group PE**

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| **SPIRITUAL** | **Experiencing fascination, awe and wonder:**  Introduction of projects to stimulate knowledge and enhance lesson content. Archive footage from World War II.  Using hooks’ – gaining pupils’ interest through excitement and curiosity. Watch first 20 minutes of ‘Castaway’ and stop at the plane crash. Discuss and write about feelings etc. Keeping pupils wanting to know more. Pupils engage in nurturing and supporting growth of plants, observing changes and maintaining needs for life.  Pupils will show an interest in learning, keen to engage and a hunger to develop further. Lessons will have engaging hooks and activities. They will take interest in unusual or out-of-the-expected experiences. Curriculum enrichment will motivate the pupils more. The pupils will take new risks in the confidence that they will be positive experiences to be gained from coming out of their comfort zone. The pupils will be welcomed in an inclusive environment that allows them to grow and flourish. Staff will welcome and encourage a nurturing ethos.  Experiencing fascination, awe and wonder: speaking and listening - news, geography, studying natural disasters: volcanoes, science experiments: the bouncy egg trick. Exploring the values and beliefs of others: introduction of Space topic, concept, experiences, myths legends and poetry. Studying space, light and force through experiments – the rocket trick.  Appreciating elite performance and peer performance. |
| **Exploring the values and beliefs of others:**  WWII – treatment of the Jews.  Looking at a variety of beliefs including religious. Focussing on individual religious festivals and how they are celebrated in each culture. Following recent events in Syria, pupils will be looking at the migration of humans and what the push and pull factors are.  Pupils will be encouraged to consider the perspectives of others to appreciate their lifestyle choices. Pupils will be regularly exploring and challenging their own views on others’ beliefs or religious choices using BBC Newsround and other media sources. RE is intertwined throughout the curriculum and opportunities are sought to explore a variety of cultures that differ from the pupil’s and celebrate these.  Introduction of new topic, concept, experiences, study of different cultures and the reading of fables, traditional tales, myths, legends and poetry.  Winning or taking part? Drugs in sport. |
| **Understanding human feelings and emotions:**  Literacy – ‘Goodnight Mr Tom’ exploring Willie’s emotions as an evacuee and relationship between him and Tom. Exploring the impact on people who live in countries where earthquakes are a frequent occurrence and how this affects the way they live.  Showing a sense of empathy or compassion for others – looking at children in other circumstances to our own/less fortunate e.g. Ebola situation in Africa. Exploring the impact on people who have experienced a natural disaster.  A core part of the nurturing ethos is for pupils to explore their own and others’ emotions to develop empathy and support. Pupils will be using role play and drama to explore feelings, emotions and learning experiences to add a more holistic approach to their learning. Circle time is used on a regular basis so that pupils are able to confidently share their views and seek the value and challenge in their own opinions.  Circle time, conflict resolution, discussions about understanding mental health conditions: each other’s need.  Understanding empathy through the study of Michael Morpurgo’s texts Friend or Foe: students will learn key aspects of WW2 and discuss how the society of today can learn from the horrors of the past. Also through the study of wartime poems pupils study significant poems and produce work that facilitates their understanding of the society that they live in today, thus increasing their sense of identity.  In reading and Bills New Frock texts that increase their sense of identity, thus helping them become better citizens, especially with regards to how they view minority groups.  Emotional literacy embedded in topic work and activities within a nurture setting: play.  Work undertaken re self-awareness, work undertaken from outcomes - Behaviour criteria system and Boxall outcomes,  PHSE.  Highs and lows of winning and losing – building resilience. |
| **Using imagination and creativity in learning:**  Art – building bomb shelters and making gas masks.  Using ‘hooks’ to hook pupils into their learning – ensuring that the work is accessible creatively to all pupils. In Art/DT, pupils will be exploring the use of different mediums and colour scales to create flowers.  Choosing time is a key tool for pupils developing creativity. The pupils are able to explore their environment and make full use of the resources available. During formal learning situations pupils are driven towards applying their learning into new situations, testing theories and enriching learning further. Children are offered multiple resources to allow them to access learning and be creative in the support they need to be able to reduce their own barriers to learning.  Topic/activities involving using imagination and creativity in learning:  Through abstract art - pupils are encouraged to explore and apply their skills, which in turn breeds a self-confidence and belief in their abilities.  Pupils get a great sense of enjoyment from creating products in the areas of science, design technology, play and cooking. The fun element of making, testing and evaluating using new skills gives students opportunities to challenge themselves and discover talents they didn't know they had.  Pupils are encouraged to use their imagination and invent new games.  Developing tactics, warm-ups, own ‘mini games’. |
| **MORAL** | **Investigating moral values and ethical issues:**  WWII – treatment of the Jews.  Looking at right from wrong. Writing whole group rules together for children to stick to.  Using Newsround offers the pupils a daily perspective on the life and challenges of people beyond their community. Pupils celebrate their own individuality and feel confident that others will celebrate these too.  Throughout the day: eating times, circle-time, through play, discussions, speaking and listening - guidance/ support/modelling about making choices, regarding behaviour and how pupils live their lives. During conflict resolution pupils explore personal and societal values, understanding the reasons for them and airing and understanding disagreements. Sessions in lessons, choosing time, tutor time in class, might explore the consequences of decisions, other people's needs, and ways of learning from experience.  At breakfast time/lunchtime we seek to develop a sense of ‘moral conscience’ with our pupils, through focusing upon the moral dilemmas raised in wasting food, water usage.  Caring for the environment: we encourage sustainable thinking through the actively reusing and recycling to highlight the impact on environmentally sensitive areas of the world. We teach students to understand the wider impacts on the environment when throwing away litter.  Studying dilemma texts - Bills New Frock or texts re - prejudice, social class and discrimination.  Watch films which support texts read in class.  Texts - Stone Cold – social class division and prejudice.  Exploring choices made – moral values.  Text read - prejudice; social values.  WW2 conflict; race and gender prejudice and discrimination – social and moral values through discussion of the nature of the hero and those who have authority abuse their position of power. Discussions about staying safe online.  Social development.  Exploring.  PSHE – high profile cases e.g. Ched Evans, E in sport. |
| **Recognising right and wrong and applying it:**  Sanctions and rewards – on-going.  Looking at consequences of their own and others’ actions. Writing rewards and sanctions for the group. Using Restorative Justice principles to discuss behaviours and agree appropriate rewards and sanctions. Producing a class charter.  Children are openly encouraged to explore their own and others’ behaviour to recognise the cause and effect of their actions. The children are learning to make safe decisions and avoid decisions that put themselves or others at risk.  Through PHSE, studying citizenship, socially acceptable behaviour/anti-social behaviour.  Throughout the day – behaviour management.  The importance of rules and officials. |
| **Understanding the consequences of actions:**  Newsround – discussion around current issues and the causes/effects of people’s actions.  Ensuring all pupils understand the behaviour rules set within the classroom and ensure sanctions and rewards for behaviour are clearly used. Children monitoring their own behaviour throughout the day using the RAG review chart which is sent home and to schools.  Behaviour is tackled quickly, effectively and with minimum impact on others. Pupils gain rewards through token economy so that they are able to earn quick wins or sustain their achievement to strive for better/greater things. Negative behaviours are quickly followed up by relevant consequences where required.  Throughout the day – behaviour management.  Foul play/sportsmanship, winning and losing. |
| **SOCIAL** | **Developing personal qualities and using social skills:**  Group discussion, individual coaching, planned programmes of study (PHSE).  Children work in mixed ability groups during topic work if and when required. Ensure all questions are differentiated so that it is accessible to all members of the group. Using board games and class discussions to build a more positive dynamic in the group.  Pupils have access to a lot of social and play time. This enables them opportunities to get to know peers from others schools, different communities and different socio-economic backgrounds. Children within the group have regular role models who demonstrate appropriate skills, extend thinking and challenge pupils to think beyond their immediate environment.  Throughout the day the concept of self-regulation is taught to ensure that students accept responsibility for their behaviour and the safety of others. We encourage students to give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure, learning environment. We place an emphasis on developing the ability to work and play with others and to accept each other’s unique personality and needs. Effective conversations about the work we do through self & peer evaluation (mentoring) and to give and accept constructive criticism as a vehicle to improve pupils learning outcomes.  E safety lessons, staying safe.  Team/individual/leader/follower skills. |
| **Participating, cooperating and resolving conflict:**  Working on group topics/sharing. Intervention – on-going as circumstances dictate.  Ensure that all children are clear of the expectations of the lesson and working within a group. Children reflect on how the group has worked together during the plenary and make one ‘positive’ comment about another member of the group.  Developing an agreement/charter of classroom behaviours, rules and rewards are regularly reviewed with the pupils to ensure they are accessible and appropriate for the group. Staff will input into these to ensure they are challenging and fit within the school ethos. Situations are set up that ensure pupils will have to cooperate and resolve conflict on a regular basis. Within the classroom setting resources remain limited so that the pupils are having to work collaboratively with their peers with minimal staff input.  Through play, mentoring, post incident resolution through discussion/mentoring.  Team/individual/leader/follower skills. |
| **Understanding how communities and societies function:**  Through planned Literacy and topic themes/content.  Look at families, sports clubs, schools and the local community.  We choose our thematic curriculum/topics so that the pupils are firstly motivated but so that they gain an appreciation and interest in communities other than their own. Pupils are encouraged to develop their opinions on accurate judgements and are learning how to appreciate the views of others – even if it is not immediately visible to themselves. Celebrating the differences in our community.  Social development shows pupils working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society's institutions to the skills for successful personal relationships.  Discussion of relationships and how they can break.  Speaking and Listening – group discussions and presentations; drama role play and hot seating – team learning.  Social values; theme of power within society.  Spoken Language – the study of language and how we communicate – socially acceptable conventions. Reading BFG standard English. |
| **CULTURAL** | **Exploring, understanding and respecting diversity:**  WWII topic – social diversity of the societies studied.  Watching Newsround daily and discussing current events both within this country and around the world. Staff reward pupils who are contributing to the resolution of situations and supporting those who are struggling with their behaviour.  The extent of diversity within a small school is even more appropriate as the pupils get a chance to thoroughly explore, understand and respect each other. Pupils are able to demonstrate empathy and sympathy towards their peer – particularly during times of emotional outbursts. Pupils show a keen interest in each other’s families, cultural traditions and community values.  How different cultures are portrayed in media texts, stereo typing. Discussions – racism.  Reading of a range of genres: news, media, traditional tales, stories from around the world, bible stories, significant dates throughout the year – Chinese New Year, Diwali.  Mealtimes – food.  Clothes and fashion of different cultures.  Human rights: the rights of children and how they differ in various countries.  Social times - how people greet each other in different languages/cultures.  Spoken Language – Speaking and Listening discussions and debates on topical issues and the different make-up of multicultural Britain, immigration.  Newsround - news in morning how different genders and cultures are portrayed in the media.  Stereotyping, gangs, bullying.  Understanding the variety of nations and cultures coming together through sport – Olympics etc. |
| **Participating in and responding to cultural activities:**  Art – Chinese New Year, Easter and discussions.  Watching Newsround daily and discussing current events both within this country and around the world.  The pupils have access to a broad and balanced curriculum. Cultural activities such as sport, music, drama are intertwined throughout all areas of the curriculum. People are encouraged to try and experience new cultural activities to broaden their own skill base but also to find areas they could continue to develop both in and out of school.  How different cultures are portrayed in media texts, stereo typing. Discussions – racism.  Reading of a range of genres: news, media, traditional tales, stories from around the world, bible stories, significant dates throughout the year – Chinese New Year, Diwali.  Mealtimes – food.  Clothes and fashion of different cultures.  Human rights: the rights of children and how they differ in various countries.  Social times - how people greet each other in different languages/cultures.  Spoken Language – Speaking and Listening discussions and debates on topical issues and the different make-up of multicultural Britain, immigration.  Newsround - news in morning how different genders and cultures are portrayed in the media.  Stereotyping, gangs, bullying.  The importance of sport locally, nationally and globally – unifying or divisive? |
| **Understanding and appreciating personal influences:**  WWII – influences on Hitler.  Watching Newsround daily and discussing current events both within this country and around the world.  Beginning to recognise traditions stem from all aspects of the curriculum within the PRU. The history of other cultures, key phrases in time and major historical events play a key role but pupil individual experiences allow them to reflect more closely on family or community traditions. Children are also directed, through questioning, from staff to reflect upon their own influences in life.  How different cultures are portrayed in media texts, stereo typing. Discussions – racism.  Reading of a range of genres: news, media, traditional tales, stories from around the world, bible stories, significant dates throughout the year – Chinese New Year, Diwali.  Mealtimes – food.  Clothes and fashion of different cultures.  Human rights: the rights of children and how they differ in various countries.  Social times - how people greet each other in different languages/cultures.  Spoken Language – Speaking and Listening discussions and debates on topical issues and the different make-up of multicultural Britain, immigration.  Newsround - news in morning how different genders and cultures are portrayed in the media.  Stereotyping, gangs, bullying.  Athletes as role models, students’ own responsibility as a role model. |