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| **St Joseph’s Catholic Primary Voluntary Academy Curriculum Statement**  **Social, moral, spiritual, cultural (SMSC)** | | | | | |
| **“The highest result of education is tolerance”**  **Helen Keller** | | | | | |
| **Intent** | **Implementation** | | | **Impact** | |
| **What will take place before teaching in the classroom?** | **What will this look like in the classroom?** | | | **How will this be measured?** | |
| **The school’s senior leadership team will:**   * Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. * Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. * Provide sufficient funding to ensure that implementation is high quality. * Ensure that the SMSC curriculum is adaptive and reactive to national events, in line with the school’s Catholic ethos and values. * Ensure that the curriculum is accessible to all. * Ensure that Pupils are able to become healthy, independent and responsible members of the school community and global citizens * Ensure that the moral, social and cultural issues which are historical and topical are covered so pupils understand what it means to be a member of a diverse global society * Ensure that the monitoring is purposeful, effective and impacts on teaching and learning. | **Our teaching sequence will be:**   * Big picture: Placing of SMSC and British Values studied in the chronological context of previous learning, using the class timeline. * Daily review: Brief review of learning covered in previous lesson/s * Communicate their SMSC and British Values knowledge and understanding appropriately * Evaluate their learning and compare with other cultures studied as appropriate * Linked to enrichment opportunities to include topical history events eg Remembrance, Black History Month | | | **Pupil Voice will show:**   * A developed understanding of the social, moral, spiritual and ethical issues in modern Britain at an age appropriate level. * A progression of understanding, with appropriate vocabulary which supports and extends understanding. * An ability to demonstrate and apply the British Values * Pupils understand the impact of SMSC and British Values in their relationship with their peers. * Pupils have knowledge of how to develop their own self-esteem and self-awareness to make informed choices and decisions. * Pupils can make sense of their own personal and social experiences and can understand and manage their own feelings and emotions. * Confidence in discussing SMSC, their own work and identifying their own strengths and areas for development | |
| **The curriculum leader will:**   * Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. * Ensure that pupils develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. * Develop a PHSE and SMSC curriculum that work in harmony with the RE and RSE curriculum in line with the Catholic values and ethos. * Promote and model the British Values of Democracy, Respect, Tolerance and the Rule of Law. * Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as global citizens. * Ensure an appropriate progression of skills and knowledge is in place over time so that pupils are supported to be the best citizens they can be, and challenge teachers to support struggling pupils and extend more competent ones. * Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. * Identify role models who underpin specific areas of the curriculum and raise aspirations for pupils. * Keep up to date with current PHSE research and subject development through an appropriate subject body or professional group. * Liaise with teachers and other professional bodies regarding CPD opportunities | | **Our classrooms will:**   * Provide appropriate quality equipment for each area of the curriculum. * Have developed learning walls which include high quality WAGOLLs, including actual pieces of work and carefully chosen vocabulary, which are regularly updated. * Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. * Support children’s development in SMSC and promote pupil wellbeing. * Have an affirmation station which promotes positive mental health, self-esteem and mental wellbeing. * Provide a nurturing, happy and vibrant environment where all pupils feel valued and supported. * Develop pupils’ confidence and resilience by fostering a ‘can do’ approach to their work. | **Displays around school and books will show:**  .   * Pupils have had opportunities for practice and refinement of skills * A varied and engaging curriculum which develops a range of skills. * Developed and final pieces of work which showcase the skills learned. * Clear progression of skills in line with expectations set out in the progression grids. * That pupils, over time, develop a range of skills and techniques across all of the areas of the SMSC curriculum. * Links to the PHSE curriculum and British Values are evident * Positive affirmations are evident in classrooms and around school. * Books show an understanding of current national and international events at an age appropriate level such as the Black Lives Matter protests * A broad, sequential and developmental curriculum is being followed across school | |
| **The class teacher will, with support from the curriculum leader:**   * Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. * Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. * Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. * Ensure that cross-curricular links are identified and explored. * Ensure that topical events are discussed and pupils are given the opportunity to share their thoughts and opinions. * Plan detailed lessons which develop children’s learning. * Make accurate use of assessment for learning to assess children’s progress, skills and knowledge. * Complete detailed end of unit assessments for future planning. | | **Our children will be:**   * Engaged because they are challenged by the curriculum which they are provided with. * Resilient learners who overcome barriers and understand their own strengths and areas for development. * Able to critique their own work because they know how to be successful. * Safe and happy in PHSE lessons which give them opportunities to explore their own creative development. * Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge * Able to develop their skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. | **The curriculum leader will:**   * Celebrate the successes of pupils through planned displays. * Collate appropriate evidence over time which evidences that pupils know more and remember more. * Monitor the standards in the subject to ensure the outcomes are at expected levels. * Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive. * Monitor the impact, implementation and intention to ensure that the curriculum is broad and balanced. | |