

St. Peter's CE Primary, Farnworth



Curriculum Policy SMSC

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What is our vision?

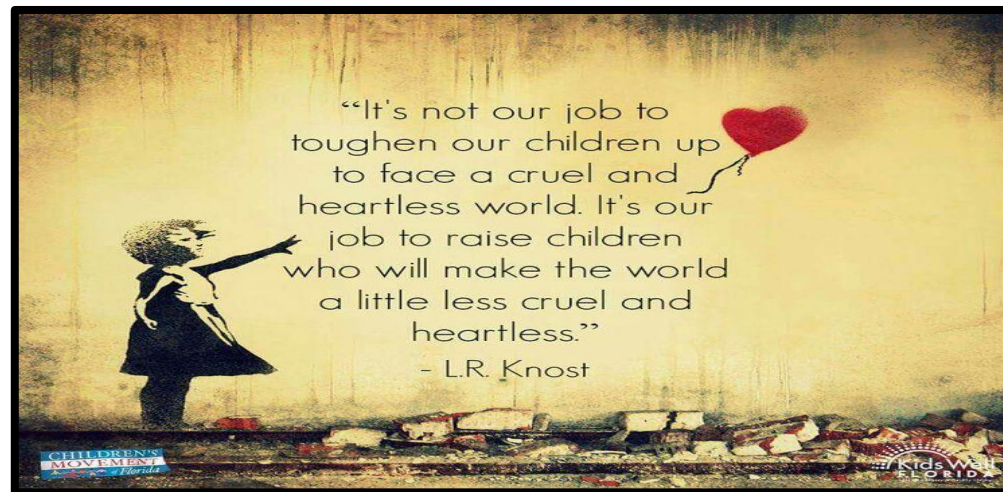
As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.

Our vision is to develop our children to enable them to create the future they aspire for themselves.

Our children will contribute to and prosper in society.

Our school purpose is to signal a route to a life that many don't think possible! Our overall aim is to maximise social mobility!



How will our vision be achieved?

We believe our vision will be achieved if we provide our children with an environment, underpinned by British and Christian values, in which they can

“Learn, Sparkle & Shine...”

We **aim** to effect the environment to which the children are exposed, to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,

It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

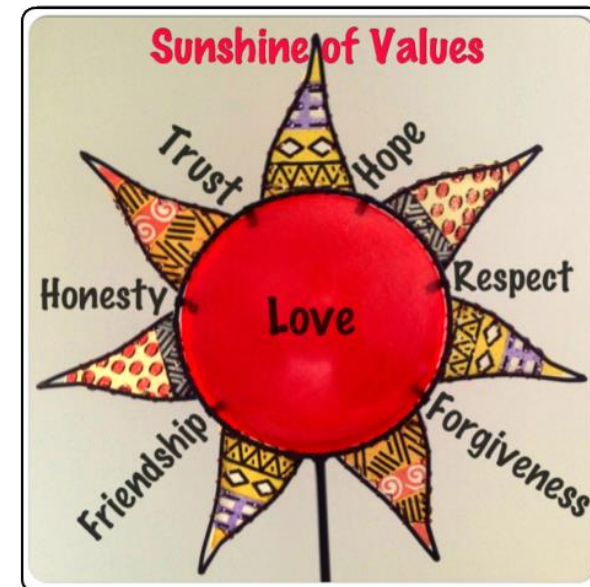
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and

A child humanised or de-humanised.

Dr Haim Ginott

We **aim** to ensure our environment is underpinned by Christian and British Values; to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”



Our aim Our children will....	Our beliefs and values. Why?	Our strategy What will we do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills.	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together.	We believe that by using Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**

Spiritual, Moral, Social and Cultural (SMSC) Development Policy Statement

What are the statutory requirements?

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils.

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which -

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

Additionally the information below taken from “**Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014**” requires schools to promote fundamental British Values as part of their SMSC strategy and adhere to the guidance in the “prevent “ strategy.

Fundamental British values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Accountability

As part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of a school.

Ofsted publish their inspection framework and handbook, which set out how schools are assessed in relation to pupils' spiritual, moral, social and cultural development.

SMSC at St. Peter's

"The provision of spiritual, moral, social and cultural development is a strength of the school. Displays around the school visually promote this at every opportunity. For example, each corridor is labelled to reinforce a value or an ambition and emphasises the aspirational ethos which pervades the school. Pupils regularly walk up Progress Avenue, cooperation alley or achievement road on their way to lessons, assembly or out to play."

OFSTED Feb 2016 Renewed Sep 2021

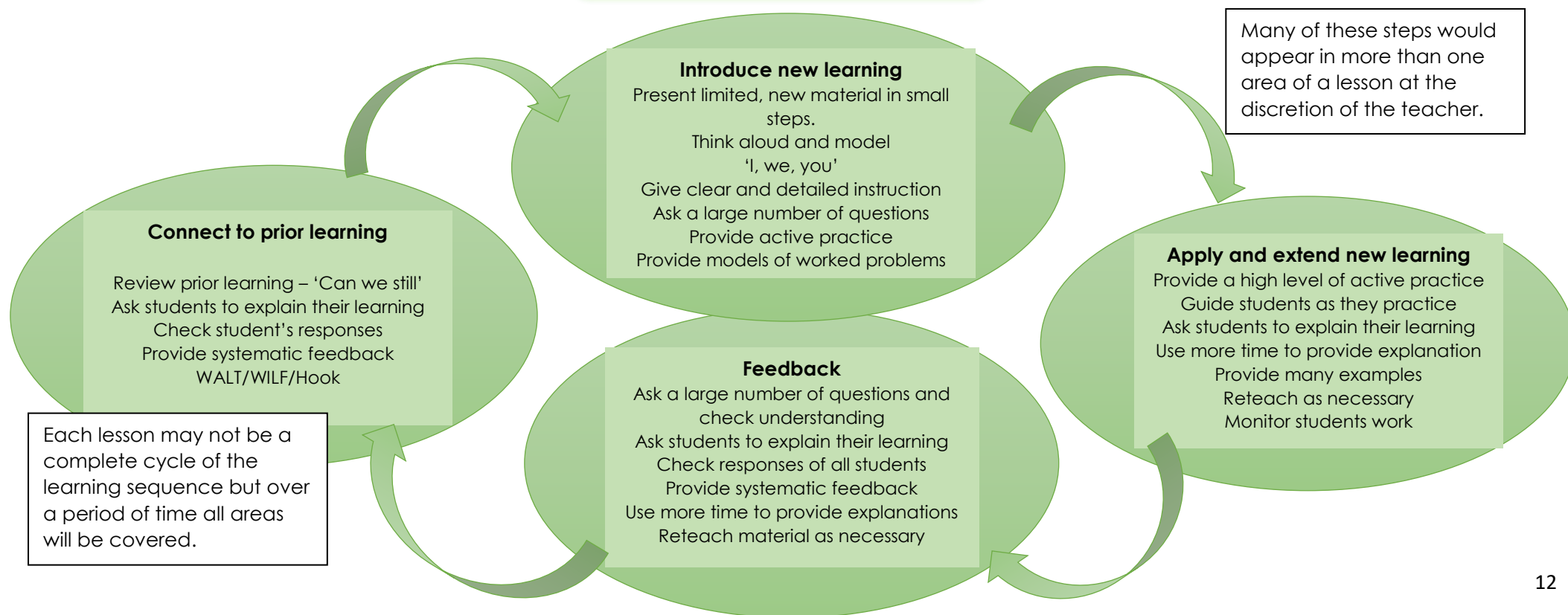
"The broad, balanced and well-planned curriculum and a commitment to Christian values complements the promotion of British values and the development of pupils' spiritual, moral social and cultural awareness. Pupils are asked to consider how moral values have changed over time within their topic linked to Victorian Britain or discuss and debate moral issues linked to current affairs, such as the refugee crisis."



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
• Have high expectations for all groups of children • Have strong subject knowledge • Promote independence • Promote confidence • Offer praise and encouragement • Are enthusiastic and positive about learning • Model good learning • Offer high quality conversation and talk	• Have a distinct knowledge base • Are purposeful • Are memorable • Are active • Are engaging • Are focussed • See children and teachers working as a learning team	• Develop basic skills • Meet children's individual learning needs • Broaden and extend experiences • Offer an opportunity to try new things • Are cross curricular if appropriate • Offer first hand experiences through trips or visitors

Learning sequence



I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Curriculum Design

Our SMSC curriculum has been designed to ensure our children are given provision to develop in the areas below:

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- 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

Provision for the social development of pupils includes developing their:

- use of 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
- 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
- acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global community

Planning and Curriculum coverage and progression of skills

The over-arching aims of the SMSC provision are detailed in the grid below. This table demonstrates our curriculum coverage and the progression of skills across the whole school. Planning is not a discrete activity for the subject of SMSC itself, however links can be found within the other curriculum areas.

The table below represents an example of a typical year of SMSC activity (this is adaptable and subject to change annually):

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	British Values (see Picture News) Harvest	British Values (see Picture News) Samaritans Purse Children in Need Christmas activities World Mental Health day	British Values (see Picture News)	British Values (see Picture News) World Book day Comic Relief Easter	British Values (see Picture News)	British Values (see Picture News)
Class charity	Cancer Research					
Y1	British Values (see Picture News) Healthy minds Harvest E-Safety Fair trade Stranger Danger Road safety	British Values (see Picture News) Samaritans Purse Children in Need Christmas activities World Mental Health day Anti-Bullying Fire safety Litter / pollution Christian Aid	British Values (see Picture News) Litter Stranger Danger Road safety E safety Healthy eating Anti bullying	British Values (see Picture News) World Book day Comic Relief Easter Respecting differences Safety in the home Christian Aid	British Values (see Picture News) Eco day Personal hygiene Stranger Danger Road safety Anti bullying	British Values (see Picture News) Fair trade Sun safety Christian Aid
Class charity	Christian Aid					
Y2	British Values (see Picture News) Healthy minds Harvest E-Safety British Values Fair trade Stranger Danger	British Values (see Picture News) Samaritans Purse Children in Need Christmas activities World Mental Health day	British Values (see Picture News) Litter Stranger Danger Road safety E safety Healthy eating Anti bullying	British Values (see Picture News) World Book day Comic Relief Easter	British Values (see Picture News) Eco day Personal hygiene Safety in the home Stranger Danger Road safety Anti bullying	British Values (see Picture News)

	Road safety Anti-Bullying Litter Fire safety Christian Aid		Respecting differences Christian Aid		Fair trade Sun safety Christian Aid	
Class charity	British Heart Foundation					
Y3	British Values (see Picture News) Healthy minds Project chameleon Harvest E-Safety British Values Fair trade Stranger Danger Road safety	British Values (see Picture News) Samaritans Purse Children in Need Christmas activities World Mental Health day Anti-Bullying Litter Fire safety Healthy eating Christian Aid	British Values (see Picture News) Litter Stranger Danger Road safety E safety Healthy eating Anti bullying	British Values (see Picture News) World Book day Comic Relief Easter Respecting differences Christian Aid	British Values (see Picture News) Eco day Personal hygiene Safety in the home Stranger Danger Road safety Anti bullying	British Values (see Picture News) Fair trade Sun safety Christian Aid
Class charity	Cystic Fibrosis					
Y4	British Values (see Picture News) Healthy minds Project chameleon Harvest E-Safety British Values Fair trade Stranger Danger Road safety Anti-Bullying	British Values (see Picture News) Samaritans Purse Children in Need Christmas activities World Mental Health day Fire safety Dental Hygiene Eco – animal preservation Christian Aid	British Values (see Picture News) Litter Stranger Danger Road safety E safety Healthy eating Anti bullying Respecting differences	British Values (see Picture News) World Book day Comic Relief Easter Personal safety Drug education Christian Aid	British Values (see Picture News) Eco day Personal hygiene Safety in the home Stranger Danger Road safety Anti bullying Fair trade	British Values (see Picture News) SRE booklets Sun safety Drug education Christian Aid
Class charity	Mind – Mental Health					
Y5	British Values (see Picture News) Healthy minds Project chameleon Harvest E-Safety British Values	British Values (see Picture News) Samaritans Purse Children in Need Christmas activities Remembrance World Mental	British Values (see Picture News) Litter Stranger Danger Road safety E safety Healthy eating	British Values (see Picture News) World Book day Comic Relief Easter Personal safety Drug education	British Values (see Picture News) Eco day Personal hygiene Safety in the home Stranger Danger Road safety	British Values (see Picture News) SRE Booklets Fair trade Sun safety Drug education Christian Aid

	Fair trade Stranger Danger Road safety Anti-Bullying	Health day Fire safety Dental Hygiene Eco – animal preservation Christian Aid	Anti bullying Respecting differences	Christian Aid	Anti bullying	
Class charity	World Vision – Resity in Uganda					
Y6	British Values (see Picture News) Healthy minds Project chameleon Harvest Swimming Cycle safety E-Safety British Values Stranger Danger Anti-Bullying Fire safety	British Values (see Picture News) Samaritans Purse Children in need Christmas activities World Mental health day Personal safety Drug education Christian Aid	British Values (see Picture News) Peer pressure Litter Stranger Danger Road safety E safety Healthy eating Anti bullying	British Values (see Picture News) World Book day Comic Relief Easter Respecting differences Christian Aid	British Values (see Picture News) Eco day Personal hygiene Anti bullying Fair trade Sun safety Personal safety Drug education Christian Aid Eco day Personal hygiene Anti bullying Fair trade	British Values (see Picture News) SRE Booklets Sun safety Personal safety Drug education Christian Aid
Class charity	Gathimba Edwards Foundation					
See also: Relationships (sex) and Health curriculum policy and map; Relationships (sex) and Health class evidence books for additional coverage.						

Pupil led services across the year

	YR	Y1	Y2	Y3	Y4	Y5	Y6
School service	Nativity	Nativity	Harvest	Easter	Harvest	Remembrance	Leavers

Class Charities

EYFS Cancer Research
Y1 Christian Aid
Y2 British Heart Foundation
Y3 Cystic Fibrosis
Y4 Mind
Y5 World Vision
Y6 Gathimba Edwards Foundation
Sparkle Room – National Autistic Society



**“Learn, Sparkle &
Shine...”**

Rationale behind chosen content and timings

The rationale behind our content is led by the needs of our children. We have shaped our curriculum to ensure that the children's needs are met in line with the OFsted handbook guidance and the National Curriculum.

Teaching and learning within SMSC at St Peter's

Repeated content from the beginning of the policy:

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

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The school's motto "**Learn, Sparkle & Shine..**" and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can "**Learn, Sparkle & Shine**"

Organisation of resources

Children are encouraged to become independent learners. Classrooms have a range of resources available to effectively carry out the tasks set. Children are made aware of where resources are and how to find them, use them and replace them.

As children mature and gain in confidence they are given the opportunity to select the resources appropriate to the tasks that are set.

Most teaching resources are electronic materials and as such they are saved on the shared drive.

School Partnerships

Pupils are given the opportunity to work alongside other adults from a variety of schools and organisations.

School to school partnership are co-ordinated yearly to meet the needs of the school improvement plan.

Use of ICT

We recognise that the use of IT can vastly enhance the teaching of SMSC and there are many worthwhile apps and programs that staff use with the children. ICT is used to support the teaching and delivery of SMSC.

Role of the subject leader

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.
- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities;
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be ECTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT 's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Evidence of the full annual SMSC and enrichment programme can be found in the following places;

- a. The gallery of information from the local press in the entrance hall, showcasing curriculum enrichment activities.
- b. School blogs - updated regularly to showcase the wide variety of enrichment opportunities. This area of the website is full and vibrant, documenting and show casing a full and extensive curriculum enrichment programme.
- c. SMSC web page
- d. Curriculum enrichment /extended curriculum log – updated each year.
- e. Relationships and Health Education books
- f. Reflection and response books
- g. termly assembly themes