Intent

Our aim at Dulverton is for each child to develop spiritually, morally, socially and culturally throughout their years at school. It is a subject that is embedded within all areas of the curriculum to help children with their development. All staff members create an environment in which children are respected for their own feelings and beliefs and have empathy for others.

Our curriculum is designed with the intent that our children will leave school as the best version of themselves. We encourage all pupils to be respectful, celebrate their differences, have high expectations, show integrity and feel part of a community.

Our school motto is, ‘We love to learn. We like to play. We do our best in every way.’ This motto is shared around the school to embed our six school values and promote community spirit. We have six golden rules which are displayed around the school and in all classrooms to encourage positive behaviour.

Implementation

SMSC delivers a curriculum that:

- Promotes respect and consideration for all;
- Ensures all children feel comfortable to express their own feelings and beliefs;
- Allows children to hold a better personal understanding of fundamental questions in life;
- Develops respect for other people's right to hold different beliefs;
- Develops a positive attitude towards living in a society of diverse religions;
- Enhances community and celebrates diversity within our school;
- Is inclusive to all members of our school;
- Follows our six school values. Our school values are: integrity, kindness, difference, friendship, respect and care;

- Has an equal value on children's physical and mental well-being.

At Dulverton, we aim to provide learning opportunities to enhance the children's spiritual, moral, social and cultural development by:

Spiritual Development

- Following the Bexley Agreed Syllabus for Religious Education to give opportunities for the children to discuss their beliefs, feelings, values and responses to personal experiences;
- Having half-termly well-being weeks to allow children to express their feelings;
- Holding weekly school values assemblies in which children are celebrated for following the school values;
- Allowing time for moments of stillness and reflection at the end of assemblies;
- Having a PSHE curriculum that helps to grow pupils' sense of self, their unique potential and their will to achieve.
- Maximising opportunities across the curriculum for SMSC.

Moral Development

- Having a whole school behaviour policy which enables pupils to take initiative and act responsibly with consideration for others;
- Helping children to gain the confidence to cope with setbacks and learn from mistakes;
- Having an elected school council who reflect pupil voice;
- Learning about moral and ethical issues and how different faiths have different views and showing respect for this;
- Giving time for pupils to listen and respond appropriately to the views of others.

Social Development

- Having a house points system which allows children to work together to achieve a reward at the end of each half-term;
- Electing Values Ambassadors to look out for children who are following our school values;
- Having a worry box in each class to encourage children to talk about and express their feelings;
- Discussing in assemblies and PSHE lessons different ways to overcome conflict;

- Embedding British Values into our curriculum.

Cultural Development

- Recognising the value and richness of cultural diversity in Britain, and how these influenced individuals and society;
- Through daily assemblies, celebrating the richness of culture and tradition;
- Encouraging visitors to speak with the children in assemblies;
- Learning about their own identity and celebrating that all our identities are different.

Impact

We can see the impact of SMSC through displays, class discussions, in celebration assemblies and in the children's books. As the children progress through the school, they understand how to be reflective about their own beliefs and respect the beliefs of others. They have a fascination for learning. Also, the children have a good understanding of the difference between right and wrong and the consequences of different behaviours and actions. Furthermore, they use a range of social skills and have the opportunity to work with others across the school. Finally, the children understand and appreciate the wide range of cultures that have shaped how we live today and how to live peacefully in a multi-diverse society both as adults and children. All of these skills will help them to enjoy the wonderful world that is waiting for them!