

GUERRILLA CURRICULUM

SMSC STATEMENT

One of the aims in creating a new curriculum framework was to embed the development of SMSC across school.

Whilst opportunities for the development of SMSC are incorporated into all aspects of school life, there are many areas of the curriculum that are designed to specifically address different elements of Social, Moral, Spiritual and Cultural education:

SOCIAL DEVELOPMENT:

As a result of using a Project Based Learning model, children are given the opportunity to develop the following skills/competencies across all three terms:

- Exercise leadership and responsibility
- Work successfully as a member of a group or a team
- Work co-operatively
- Use a range of social skills in different contexts

In addition, during the Explore projects, children are challenged to consider 'Big Issues' that add value and purpose to their understanding of Geography.

This includes opportunities to:

- Reflect on their own contribution to society and to the world of work
- Appreciate the rights and responsibilities of individuals
- Recognise and respect social differences
- Challenge the values of a group or wider community
- Foster a sense of community, with common, inclusive values
- Understand and debate social issues

MORAL DEVELOPMENT:

Across all three terms, children are given the opportunity to:

- Express their views in an open and safe learning environment
- Develop the desire to explore their own and others' views

Through the Explore projects:

- Develop a willingness to express their views on ethical issues
- Develop an ability to make responsible and reasoned judgements on moral dilemmas
- Develop the ability to think through the consequences of their own and others' actions

SPIRITUAL DEVELOPMENT:

Across all three terms, children are given the opportunity to:

- Reflect on their experiences, and learn from reflection
- Enjoy their learning, and to be fascinated by the world around them.
(Also reflected as a Core Skill – seek out and enjoy challenges)
- Develop an appreciation of the intangible
- Ask questions and be curious – ‘why?’, ‘How?’, ‘Where?’
- Develop a sense of empathy with others, concern and compassion
(Particularly evident in ‘Discover’ & ‘Explore’ terms)
- Develop a respect for insight as well as for knowledge and reason
- Understand feeling and emotions
- Use imagination and creativity in their learning
- Develop an expressive and creative impulse
(Particularly evident in ‘Create’ term)
- Have space for their own thoughts, ideas and concerns

CULTURAL DEVELOPMENT:

Across all three terms, children are given the opportunity to:

- Participate in literature, drama, music, art, crafts, and other cultural events.
- Develop a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- Develop a willingness to participate in, and respond to, artist and cultural enterprises (Particularly evident in ‘Create’ term)
- Pupils’ understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others (Particularly evident in ‘Discover’ term)