



## SMSC Curriculum

### Celebrating diversity; unlocking the potential

At St. Patrick's Primary School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

We don't see that SMSC is an add-on to the curriculum – something that is taught separately – it is part of the fabric of what we teach in all subjects and how we live it through our relationships with each other.

It can of course be developed through our carefully planned curriculum by providing rich experiences:

- Play a tuned musical instrument
- Theatre visits
- Participate in community events both in and out of school
- Taking part in performances
- Take part in a sporting competition to represent school
- Outdoor experiences
- Linking with schools across Europe
- Residential experiences
- Involvement in charitable events
- Visiting a gallery/ art exhibitions
- Visit museums
- Visiting various a religious buildings
- Experience live music and dance
- Cross-phase experience – linking with our local secondary schools
- Experience of other cultures
- Curriculum enhancements
- Local History study
- Remembrance World War 1 and 2
- Wider world – diversity (Global Learning)

## What we want to develop in our children through our curriculum:

### We want our children to be spiritual so they have:

A set of values, principles and beliefs

A respect for themselves and for others

An increasing ability to reflect

An expressive and/or creative impulse

An ability to show courage and persistence in defence of their aims, values, principles and belief

A respect for insight as well as for knowledge and reason

A sense of empathy with others, concern and compassion

An awareness and understanding of their own and others' beliefs

An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale and perspective

An understanding of feelings and emotions, and their likely impact

An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity

A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism

### We want our children to have moral values so they have:

An ability to distinguish right from wrong

Respect for others' needs, interests and feelings, as well as their own

An understanding of the need to review and reassess their values, codes and principles in the light of experience

A desire to explore their own and others' views

A considerate style of life

A commitment to personal values in areas which are considered right by some and wrong by others

An ability to make responsible and reasoned judgements on moral dilemmas

An ability to think through the consequences of their own and others' actions

Confidence to act consistently in accordance with their own principles

## We want to develop the children morally so they:

Understand the notion of interdependence in an increasingly complex society.

Take advice offered by those in authority or counselling roles

Show respect for people, living things, property and the environment

Reflect on their own contribution to society

Resolve conflicts

Share views and opinions with others, and work towards consensus

Challenge, when necessary and in appropriate ways, the values of a group or wider community

Work successfully as a member of a group or team

Relate well to other people's social skills and personal qualities

Adjust to a range of social contexts by appropriate and sensitive behaviour

Exercise responsibility

Participate in activities relevant to the community

Understand how societies function and are organised in structures such as the family, the school and local and wider communities

Appreciate the rights and responsibilities of individuals within the wider social setting

## We want to develop the children culturally so they have:

Regard for the heights of human achievement in all cultures and societies

A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures

Willingness to participate in, and respond to, artistic and cultural enterprises

Use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture

Openness to new ideas and a willingness to modify cultural values in the light of experience

An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality

An understanding of the dynamic, evolutionary nature of cultures

An understanding of the influences which have shaped their own cultural heritage

An ability to recognise and understand their own cultural assumptions and values

An appreciation of the diversity and interdependence of cultures