



## Spiritual, Moral, Social, Cultural (SMSC) Education at DVIS

Dulwich Village C of E Infants' School's vision is for all to flourish with God in life, learning and love. We want all children to know they are valued and important to God. We value the whole child and see it as their individual right to understand and learn about themselves in terms of their spiritual, moral, social and cultural standing in school, the family and community.

Through our curriculum and day to day life at DVIS, we offer children an opportunity to explore spiritual, moral, social and cultural aspects of their lives. We aim to set these in child friendly contexts, developing an idea of who they are and how they can impact others in a positive way.

Opportunities for SMSC at DVIS will be covered through a large number of activities within the school day, the week and the year.

### **Spiritual development is shown through the children's active involvement in:**

- Christian acts of worship and reflection on a daily basis.
- RE curriculum.
- Use of outdoor provision and the Peace Garden at playtime – aspects of the garden they can interact with and pause to reflect.
- Opportunities to use prayer corners in classrooms and reflective displays during the week in class.
- Questions on displays, challenging children's own perceptions of spirituality.
- Awe and wonder within their learning e.g. watching a chick hatch for the first time and holding it or creating Goldsworthy style art from natural objects in the park.
- Reflecting on their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- Learning about themselves, others and the world around them, including the intangible.
- The use of their imagination and creativity in their learning throughout the curriculum.

### **Moral development is shown through the children's active involvement in:**

- The school values (Love, Joy, Faithfulness, Self-Control, Kindness) used as a daily reminder of how we should act towards each other and ourselves and what this might look like.
- Recognising the difference between right and wrong.
- Focussing on the school behaviour policy and the high expectations of behaviour from all stakeholders.
- Answering open questions in class related to topics such as environmental issues or dilemmas.
- Persuasive writing activities in class and debate and discussion.
- Headteacher's tea, pupil questionnaires, school council and eco-council which all give opportunity for pupil's voices to be heard.
- Use of the British Values Animals – the Dog of Democracy, Rhino Rule of Law, Turtle of Tolerance (Love) and Ladybird of Liberty.
- Raising money and other resources for those less fortunate than themselves.

### **Social development is shown through the children's active involvement in:**

- Their understanding of the British Values and what these mean to our society.

- Raising money for local and international causes such as a local foodbank at Harvest and Cherish Primary school in Uganda.
- Raising concerns over road safety and environmental issues related to how we travel to school.
- Links with the community including St Barnabas Church, older people in the locality, Safer Routes to School group and other local schools.
- Team work that is promoted from Reception to Year 2 through curriculum activities as well as parts of the curriculum such as PE.
- Their willingness to volunteer.
- The PSHE curriculum and lessons.
- Learning with others from other schools and age groups.

**Cultural development is shown through the children's active involvement in:**

- The annual International event celebrating the children's backgrounds, culture and heritage with their families.
- Their learning through topics and school events, children have numerous opportunities to learn about other cultures within RE, Geography, History, Art and Music to name a few.
- Learning about and from annual celebrations from across the world such as Eid, Ramadan, Hanukkah.
- Hearing their parents sharing stories, food and experiences from their upbringing and cultural background.
- Visits to places of interest and cultural relevance such as Southwark Cathedral, Dulwich Picture Gallery, Tower of London and other schools.
- Participating in, and responding to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

As is clear from the areas covered in school above, the opportunities to celebrate all aspects of SMSC and the experiences and learning, all cross over and are an in depth part of the curriculum at DVIS. The topics lend themselves to greater understanding of these important parts of a child's learning and development.

To be reviewed November 2024