

Date of completion: 6 .01.2025

Date ratified by the governors:

Date to be reviewed: Jan 2026

Mandeville school has a strong commitment to the Spiritual Moral Social and Cultural development of all pupils. This is embedded in our Personal, Social Emotional Development curriculum and our ethos. Every pupil is unique, pupils learn best in an enabling and responsive physical and emotional environment and pupils learn and develop when they experience positive relationships.

The school vision and values developed by the whole school staff, supports the spiritual, moral, social and cultural characteristics in all pupils.

We work closely with our clinical psychologist through expert training to help us understand emotional development and to understand and use approaches to best support all children. We focus on nurture and support with an emphasis on enabling pupils' self-regulation. Relational approaches are used throughout the school with the aim to support children and staff to co regulate and enable children to manage and understand their emotions.

Principles

Spiritual Moral Social and Cultural development is integral to our teaching and learning and the ethos of the school. It is personalised for all pupils.

Spiritual development - pupils are given the opportunity to explore and reflect upon their feelings and emotions. We believe every pupil is unique and every pupil is supported to learn about themselves and others uniqueness. Spiritual development is integral to our PSED curriculum. Pupils are supported to manage their feelings and behaviour. They are supported to develop an awareness of self through the Self-Confidence and Self-awareness section of the PSED curriculum.

Pupils are taught about their own and others beliefs and cultures.

Moral development – Pupils are supported to recognise and develop an understanding of right and wrong, respect rules and understand consequences. Pupils are given the opportunity to make choices and problem solve. Moral development is integral to our PSED curriculum where pupils are supported to interact with the school environment and the wider community through the Life in the Community section of the PSED curriculum. The self-confidence and self-awareness section of the PSED curriculum supports pupils to undertake tasks of responsibility.

Social development – pupils are taught to relate positively with others and to respect others differences. This begins in the class and extends through the school and the wider community. Pupils are given regular experiences in the local and wider community which is reflected in the class timetable. Social development is integral to our PSED curriculum where pupils are supported to interact with their peers and adults in the Making relationships section of the PSED curriculum.

Pupils are given opportunities to learn together in planned lessons across classes.

Cultural development –

We are currently developing a global, multi-ethnic and inclusive curriculum in order to make it better, and more inclusive for our children.

Pupils are given a range of experiences to support them to appreciate a range of cultures, beliefs and customs. We celebrate diversity and as a staff community we model respect and understanding for others

Spiritual Moral Social and Cultural values are reflected in the way we promote the fundamental British values. These are values that are integral to the whole school curriculum the delivery of the curriculum and how we support the development of the ‘Whole child’.

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of

democracy,

the rule of law,

individual liberty

mutual respect

tolerance of those with different faiths and beliefs.

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2023.

British values at Mandeville:

Democracy - We ensure that pupils are given a ‘voice’ to communicate. Using words, Makaton, objects of reference, photographs, pictures, symbols, touch cues, eye pointing, body language and assisted technology. We empower our pupils by giving them opportunities to make choices throughout their learning.

The rule of law - pupils are involved in setting codes of behaviour for daily activities in and outside the classroom. Individual classes have golden rules to promote positive behaviour. Pupils are supported to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable emotional and physical environment in school. We support some pupils to understand the connection between actions and consequences. The environment at Mandeville enables pupils to feel safe and secure.

Individual liberty – at Mandeville we follow the Communication Bill of Rights. Every pupil has the right to freedom of expression (European Convention of Human rights article)

Mutual respect – We promote every pupil’s inclusion in all activities and resource areas that are appropriate to meeting their individual needs. The curriculum is personalised to meet every pupils unique learning needs.

Tolerance of those with different faiths and beliefs – we are part of a school and local community where each individual and family is respected and valued equally. We provide learning opportunities and participation in events and celebrations to

broaden all pupils' experiences and awareness of others. Mandeville assemblies support all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes include: celebration of individual achievements, friendships, helping others and celebrations from a range of faiths.

Practice

Spiritual Moral Social and Cultural development is embedded throughout the Whole curriculum at Mandeville. This integrated approach ensures that aspects of SMSC is considered in all learning areas and in all activities offered.

Examples demonstrating the development of SMSC at Mandeville includes:

- Special assemblies including Harvest, Diwali, Christmas, Easter, Eid and Chinese New Year, recognise and celebrate a range of faiths developing an awareness and respect for diversity.
Using stories from around the world during story time. There are a number of big books with stories from around the world in school in both school libraries
The teachers' Medium-term curriculum plans include key dates and festivals including which culture/religion. These dates are a guide and can be added to/changed depending on the needs/interests of the class group.
- Black Heritage is celebrated in October and is an opportunity for us to recognise the outstanding contributions people of African and Caribbean descent have made in the country over many generations. From business, law and education to technology, sport and the creative arts, Black British people continue to leave a mark upon every sphere of life in Britain. With Mandeville being a multicultural school, we want to raise awareness and to think on how to adapt our curriculum plans to include cultural diversity, equality & inclusion. Black Heritage is not only celebratory, but also educational. The long term strategy is influencing not only the curriculum but also the culture and ethos of our school. Raising awareness of black contributions to British history is just the starting point to know and understand the impact of racism on young people's lives, young people of different ethnicities and backgrounds, as being part of a multicultural Britain.
A number of books are available in both school libraries to support teachers with their curriculum planning.
- Mandeville has a diversity working party who look at the curriculum and approaches to ensure the whole the community is equally represented.
- In the summer term we plan for and celebrate an international week. This involves all children, staff and parents, recognising and celebrating the rich cultural diversity in the Mandeville community.
- Daily class reflection time is included on the timetable.
Approaches are used to support pupils to have opportunities for self-reflection e.g. yoga, aroma care, self-regulation
Special days take place to fundraise for named causes.
- Developing an understanding of right and wrong through:
Weekly star of the week assemblies recognising and celebrating pupils' achievements
Positive class rules
Individual positive behaviour support plans.
Pupils have reward systems to promote positive behaviour.

Developing the communication skills to make choices about likes/dislikes both in school then in wider community visits.

Approaches to support pupils to express their feelings e.g. Talking Mats

- Taking part in a range of activities supporting the development of social skills

Pupils regularly work together in cross group activities.

Pupils have the opportunity to use the Horsenden swimming pool.

Pupils and young people with learning difficulties from a range of providers share our facilities.

Class circle times promote turn taking and social interaction.

Pupils regularly visit the local community shops

Pupils organise and run a weekly tuck shop

The class timetable will show planned community visits – at least every half term.

- Taking part in cultural opportunities- Arts, Music and Cultural Specialists regularly visit school over the year: including Colourscape, The Orchestra of Enlightenment, The London Children’s Ballet, Hospital music group.

Regular planned visits take place to Kew gardens, the Wembley Learning Zone.

- Taking part in sporting opportunities, for example using facilities at - Greenford football club, Castlebar swimming pool.

- A completed example of a Big Book demonstrating British Values in the classroom is available for teachers to share. Photos included; choice making, class rules – sitting and listening, class jobs, helping friends, giving food to the homeless – helping the community, picking up rubbish, respect and love, class prayer, celebrating success.

Impact

In order to reflect further on the impact of all our work on SMSC:

- We engage governors, families and community by inviting them to our assemblies and celebrations.
- Observe staff and pupil interactions
- Complete learning walks reflecting on resources and practices.