



Under the Education Inspection Framework, **Personal Development and Wellbeing** evaluates how effectively the school **develops pupils’ character, resilience, confidence, responsibility and understanding of the wider world**, ensuring they are **well prepared for life in modern Britain**. Spiritual, Moral, Social and Cultural (SMSC) development is a **core driver** of this judgement and is expected to be **woven coherently through the curriculum and wider school life**, rather than delivered through discrete lessons alone. SMSC development is embedded across our whole-school ethos, daily routines and curriculum. It is not taught as a standalone subject; instead, it is woven throughout teaching, learning, relationships and wider school life so children grow as reflective, responsible and respectful young citizens.

Intent

At Clover Hill Primary School, our curriculum is intentionally designed to:

- **Develop pupils’ character, confidence and resilience**
- **Promote respectful relationships, equality and inclusion**
- **Support pupils’ emotional well-being and sense of belonging**
- **Prepare pupils to be responsible, active citizens**
- **Ensure breadth of experience and opportunity for all pupils**

SMSC development is therefore **interwoven across all subjects**, reinforcing learning through consistent language, meaningful discussion, and real-life application.

	Across the Curriculum	During the School Day	Playtimes & Clubs
Spiritual Development	<p>Opportunities for awe and wonder in subjects such as science, art, music and outdoor learning.</p> <p>Encouraging curiosity, questioning and reflection in lessons (e.g., discussing feelings in English, exploring natural beauty in geography).</p> <p>RE lessons that explore beliefs, values and worldviews, promoting understanding of self and others.</p>	<p>Mindfulness, reflection times and calm starts.</p> <p>Assemblies with themes such as kindness, perseverance, respect and gratitude.</p> <p>Celebrating achievements and moments of success, helping children reflect on personal growth.</p>	<p>Quiet areas for calm reflection.</p> <p>Gardening or nature clubs that encourage appreciation of the world around them.</p> <p>Creative activities that enable self-expression (drawing, music, construction).</p>
Moral Development	<p>PSHE lessons focusing on SCARF - Safety, Caring, Achievement,</p> <p>Resilience and Friendship</p> <p>Stories and texts that prompt discussion about right, wrong and moral dilemmas.</p> <p>Opportunities to take responsibility (classroom roles, committees, responsibilities, school council).</p>	<p>Consistent behaviour expectations built around shared school values.</p> <p>Restorative conversations and conflict resolution at breaktimes.</p> <p>Recognising positive behaviour through praise, rewards and modelling.</p>	<p>Fair play encouraged through structured games and sports activities.</p> <p>After-school sports clubs reinforcing teamwork and good sportsmanship.</p> <p>Playground buddies helping support positive behaviour choices.</p>
	Across the Curriculum	During the School Day	Playtimes & Clubs

Social Development	Collaborative/co-operative learning, group work and partner tasks in all subjects.	Mixed-age assemblies and events promoting a sense of community.	Cooperative games led by staff or sports leaders to encourage inclusion.
	Opportunities to learn about relationships, friendship and communication in PSHE.	Roles such as digital leaders, reading buddies, librarians and eco ambassadors.	Team-building in after-school clubs (sports, performing arts, STEM, cooking).
	Projects that require teamwork, negotiation and shared responsibility.	Regular celebration assemblies sharing collective achievements.	Opportunities to make friendships beyond the classroom through wrap-around care.
	Across the Curriculum	During the School Day	Playtimes & Clubs
Cultural Development	Exploring a variety of cultures through art, music, history, RE and literature.	Assemblies celebrating cultural festivals and significant days from a range of traditions.	Music, dance and creative clubs exposing children to a variety of cultural influences.
	Learning about local, national and global cultural events and traditions.	Visitors, workshops and educational trips expanding cultural awareness.	Games from different cultures played on the playground.
	Celebrating diversity through themed days (e.g., World Book Day, Languages events).	Displays showcasing cultural richness and diversity.	Activities in wrap-around care that celebrate food, music and traditions from different backgrounds.

SMSC in Before and After-School Provision

Wrap-around care provides additional opportunities for SMSC through:

<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
Calm morning activities, mindfulness colouring, quiet reading corners.	Encouraging fairness and helping children work through disagreements positively.	Mixed-age activities building confidence, communication and friendships.	Crafts, foods, stories and music linked to festivals or cultural events. Access to a broad mix of creative and sporting clubs.

Subject	How SMSC Across Subjects Meets Ofsted Personal Development Criteria	Ofsted Alignment
English	<ul style="list-style-type: none"> Develops pupils' confidence, oracy and self-expression, supporting inspectors' focus on spoken language and articulation. Enables pupils to explore emotions, values and identity through literature (spiritual development). Provides structured opportunities to discuss moral dilemmas, encouraging pupils to explain viewpoints respectfully. Promotes understanding of diverse cultures, voices and life experiences through carefully selected texts. 	<ul style="list-style-type: none"> - character development - oracy - respect for diversity
Mathematics	<ul style="list-style-type: none"> Builds resilience, perseverance and confidence through challenge and problem-solving. Encourages honesty, logical reasoning and taking responsibility for solutions. Promotes collaboration and peer explanation, supporting positive social interaction. Uses real-life contexts to help pupils understand the relevance of mathematics in society. 	<ul style="list-style-type: none"> - resilience - confidence - teamwork

Science	<ul style="list-style-type: none"> Fosters curiosity and awe about the natural world, supporting spiritual development. Engages pupils with ethical issues such as sustainability, environmental impact and responsible choices. Teaches pupils to work collaboratively, listen to others and justify opinions with evidence. Highlights the contribution of scientists from diverse backgrounds, widening cultural awareness. 	<ul style="list-style-type: none"> - responsible decision-making - environmental awareness
Computing	<ul style="list-style-type: none"> Explicitly promotes online safety, digital responsibility and respectful communication. Develops pupils' understanding of rights, risks and responsibilities in digital spaces. Encourages creativity and collaboration through digital projects. Helps pupils understand how technology connects people globally. 	<ul style="list-style-type: none"> - keeping pupils safe - responsible citizenship
History	<ul style="list-style-type: none"> Enables pupils to reflect on human experience, identity and change. Encourages pupils to evaluate moral choices, fairness and injustice in the past. Develops respectful discussion and debate skills. Builds understanding of different cultures, civilisations and traditions, shaping pupils' worldviews. 	<ul style="list-style-type: none"> - cultural awareness - moral reasoning
Geography	<ul style="list-style-type: none"> Promotes a sense of responsibility for the planet and understanding of sustainability. Develops empathy through exploring global inequality and environmental challenges. Encourages discussion of pupils' roles as global citizens. Broadens cultural understanding of communities around the world. 	<ul style="list-style-type: none"> - active citizenship - global awareness
Religious Education (RE)	<ul style="list-style-type: none"> Supports pupils to reflect thoughtfully on beliefs, values and meaning. Develops respectful understanding of faiths and worldviews, including non-religious beliefs. Encourages pupils to listen carefully, ask questions and express views respectfully. 	<ul style="list-style-type: none"> - mutual respect - tolerance - cultural understanding
PSHE (including RSHE)	<ul style="list-style-type: none"> Central to mental health, well-being and emotional literacy. Explicitly teaches pupils about relationships, equality, protected characteristics and British values. Empowers pupils to make safe, informed choices and seek help when needed. Builds confidence, self-awareness and independence. 	<ul style="list-style-type: none"> - well-being, inclusion - preparation for life
Physical Education	<ul style="list-style-type: none"> Builds resilience, determination and self-belief. Reinforces fairness, respect and sportsmanship. Develops teamwork and leadership skills. Encourages a healthy, active lifestyle. 	<ul style="list-style-type: none"> - physical and mental well-being
Art, Music & Design Technology	<ul style="list-style-type: none"> Provide rich opportunities for self-expression, creativity and reflection. Encourage pupils to respect others' ideas and cultural traditions. Develop pride in achievement and perseverance. Expose pupils to cultural influences from around the world. 	<ul style="list-style-type: none"> - breadth of opportunity - cultural capital
French	<ul style="list-style-type: none"> Encourages pride in communication, self-expression and curiosity about languages. Promotes respect, politeness and empathy through learning how language reflects values. Develops confidence, teamwork and respectful interaction through speaking and group work. Builds understanding of French and Francophone cultures, traditions and ways of life. 	<ul style="list-style-type: none"> - cultural awareness - social development - character and respect

Embedding SMSC in Early Years (Reception)

In the Early Years Foundation Stage, SMSC development is embedded through a play-based, language-rich curriculum that prioritises pupils' personal, social and emotional development, communication and language, and understanding of the world.

Children are supported to develop confidence, resilience and independence through child-initiated learning, structured routines and positive relationships with adults. Daily opportunities for talk, storytelling and role-play strengthen oracy and self-expression, while modelling and discussion support children to understand feelings, behaviour, fairness and respect.

Through exploration, stories, celebrations and continuous provision, children begin to develop an awareness of diversity, community and culture, helping them to feel safe, valued and included. This strong foundation ensures pupils are well prepared for the next stage of learning, both academically and emotionally.

Communication and Language (Prime Area)

ELG: Listening, Attention and Understanding

EYFS Profile descriptor:

Children listen attentively, respond appropriately, follow instructions involving several ideas, and hold conversation when engaged in activity.

How this is developed at Clover Hill:

- Language-rich adult interaction supports children to **listen to others, wait, respond respectfully and consider different viewpoints**
- Circle times, stories and group discussion encourage children to **engage thoughtfully with moral and social themes**, such as fairness, kindness and behaviour
- Children are supported to **focus attention, regulate impulses and follow shared expectations**, underpinning moral and social development

SMSC link:

- **Moral** – learning to listen, follow rules and understand expectations
- **Social** – turn-taking, shared discussion and collaborative talk
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ELG: Speaking

EYFS Profile descriptor:

Children express ideas, feelings and experiences confidently using full sentences and appropriate vocabulary.

How this is developed at Clover Hill:

- Children are explicitly taught vocabulary to **name feelings, explain behaviour and negotiate solutions**
- Role-play, storytelling and talk-rich provision allow children to **express identity, emotions and opinions safely**
- Adults model respectful sentence stems (e.g. *"I feel..."*, *"I think..."*, *"I don't agree because..."*) supporting children to **articulate thoughts and resolve conflict through language**
- Children learn that **everyone's voice matters**, supporting inclusion and a sense of belonging

SMSC link:

- **Spiritual** – self-expression, confidence and sense of self
- **Social** – communication, conflict resolution and empathy
- **Cultural** – listening to and valuing different experiences and perspectives

Personal Development (Prime Area)

ELG: Self-Regulation

EYFS Profile descriptor: Children show an understanding of their own feelings and those of others, begin to regulate behaviour, work towards simple goals and follow instructions.

How this is developed at Clover Hill:

- Daily routines and play-based learning support children to **recognise, name and manage emotions**
- Adults consistently model and reinforce language for feelings and behaviour
- Opportunities to **pause, wait, negotiate and resolve conflict** are built into continuous provision
- Children are supported to **persevere and return to challenge**

SMSC link: Moral and Spiritual development (understanding feelings, choices and behaviour)

ELG: Managing Self

EYFS Profile descriptor: Children manage their own basic needs, show independence, confidence and resilience.

How this is developed at Clover Hill:

- Child-initiated learning enables children to **make choices and sustain independent activity**
- Children are encouraged to **take responsibility for themselves, their resources and transitions**
- Positive encouragement and modelling promote **confidence, self-belief and resilience**

SMSC link: Spiritual development (confidence, independence, self-belief)

ELG: Building Relationships

EYFS Profile descriptor: Children develop positive relationships, show sensitivity to others' needs and resolve conflicts.

How this is developed at Clover Hill:

- Structured and unstructured play supports **collaboration, turn-taking and teamwork**
- Adults model respectful language and facilitate **problem-solving and empathy**
- Inclusive activities develop a **sense of belonging and community**

SMSC link: Social and Cultural development (belonging, cooperation, respect)

Understanding the World (Specific area)

ELG: Past and Present

EYFS Profile descriptor:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

ELG: People, Culture and Communities

EYFS Profile descriptor:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

How this is developed at Clover Hill:

- Stories, celebration of events and role-play introduce children to **diversity, community and cultural awareness**
- Children learn about similarities and differences in families, traditions and experiences
- Provision reflects **inclusive representation**, helping pupils feel valued and respected

SMSC link: Cultural development (identity, inclusion, respect)

EYFS - What Inspectors Will See – Profile Outcome Evidence

Inspectors will see:

- Children calmly managing routines and transitions
- Increasing independence in learning and self-care
- Positive peer interaction and negotiated play
- Adults using precise language to support emotional regulation
- Inclusive play environments reflecting diversity

Inspectors will hear:

- "I feel sad because..."
- "We can share."
- "It's my turn next."
- "I can try again."

These behaviours align securely with **EYFS Profile expectations** for Personal Development and demonstrate a strong foundation for future learning.

Whole-School Contribution to Personal Development

Beyond subjects, inspectors will see SMSC and Personal Development evidenced through:

- Assemblies and collective reflection
- Pupil voice, school council and leadership roles
- Visits, visitors and community links
- Planned careers curriculum
- Planned financial education
- Clear taught behaviour curriculum
- Clubs, enrichment and cultural experiences
- Behaviour policy and curriculum rooted in respect and restorative approaches

Impact (What Inspectors Will See)

Pupils at Clover Hill:

- Are confident speakers who can explain ideas clearly
- Show respect, empathy and tolerance
- Demonstrate resilience and independence
- Feel safe, supported and included
- Are prepared for the next stage of education and life

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| <ul style="list-style-type: none">• Consistent promotion of British Values• Qualified ELSA sessions• Pupil responsibilities and leadership groups | |
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This demonstrates a **coherent, well-planned approach to Personal Development and Wellbeing**, with SMSC securely embedded across the curriculum, meeting Ofsted's **Expected or Strong Standard** descriptors.
