

## SMSC at The Observatory School

"Through SMSC, we nurture well-rounded individuals by fostering their spiritual, moral, social, and cultural development, empowering them to respect others, embrace diversity, and contribute positively to the world around them."

At the heart of our school ethos lies a strong commitment to Spiritual, Moral, Social, and Cultural (SMSC) development. We believe that SMSC is essential in shaping well-rounded individuals who are not only academically capable but also morally responsible, socially engaged, culturally aware, and spiritually reflective. Through our tailored curriculum, enriching activities, and supportive environment, we aim to inspire pupils to respect themselves and others, embrace diversity, and contribute positively to their communities and the wider world.

Area	Evidence	Where can I find it?
<b>Spiritual</b>	Beliefs, whether religious or otherwise, shape pupils' perspectives on life, fostering their curiosity, respect for others' feelings, and appreciation for diverse values. This is embedded in our <b>World Around Us Curriculum, Theme Days, Art Curriculum, and international visits</b> , which provide rich opportunities for pupils to explore and engage with different beliefs and cultures. These experiences allow pupils to gain firsthand understanding, promoting empathy, open-mindedness, and respect for the diversity of the world around them. Additionally, there are books in the <b>library</b> and on the <b>English curriculum</b> that further support pupils in exploring these themes, offering diverse perspectives and fostering a deeper appreciation for the richness of cultural and religious diversity.	<a href="#">World Around Us Curriculum</a> <a href="#">Art Curriculum</a> <a href="#">International Visits</a> <a href="#">Assemblies</a> <a href="#">School Values</a> <a href="#">Daily Reflection</a>

Area	Evidence	Where can I find it?
		<a href="#">Library</a> <a href="#">Library 2</a>
	<p>A sense of enjoyment and fascination in learning about themselves, others, and the world around them—both tangible and intangible—is deeply embedded in our approach. This is evident in <b>PSHE, RE, PE</b>, the <b>Geography curriculum</b>, visits to <b>galleries and museums</b>, the wider curriculum, and our <b>international work</b>, where pupils are inspired to explore, reflect, and connect with diverse experiences, cultures, and ideas. Additionally, a selection of carefully curated books in the <b>library</b> further enriches this learning, offering pupils the opportunity to deepen their understanding and curiosity about the world and their place within it.</p>	<a href="#">PSHE</a> <a href="#">World Around Us Curriculum</a> <a href="#">Assemblies</a> <a href="#">School Values</a> <a href="#">PE</a> <a href="#">Galleries</a> <a href="#">International work</a> <a href="#">Library</a> <a href="#">Geography Curriculum</a> <a href="#">Charity Work</a>
	<p>The use of imagination and creativity in learning is encouraged throughout our</p>	<a href="#">Creative</a>

Area	Evidence	Where can I find it?
	<p>curriculum, particularly in the <b>Creative Curriculum and English</b>. Pupils are provided with opportunities to think creatively, express themselves, and explore new ideas, fostering a rich learning environment where innovation and originality are valued.</p>	<p><a href="#">Curriculum</a></p> <p><a href="#">Socials</a></p> <p><a href="#">English</a></p> <p><a href="#">Reading</a></p>
	<p>A willingness to reflect on their experiences is a key aspect of our pupils' development. This is particularly evident in our <b>daily reflections</b> and <b>PSHE</b> lessons, especially through the <b>My Happy Mind</b> program, where pupils are encouraged to pause, consider their thoughts and actions, and grow from their experiences in a supportive environment.</p>	<p><a href="#">Assemblies</a></p> <p><a href="#">School Values</a></p> <p><a href="#">My Happy Mind</a></p> <p><a href="#">PSHE</a></p> <p><a href="#">International Work</a></p> <p><a href="#">Relationships and Behaviour Policy</a></p> <p><a href="#">RP</a></p> <p><a href="#">School Rules</a></p>

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<b>Moral</b>	<p>The ability to recognise the difference between right and wrong, and to apply this understanding in their own lives, is a key focus of our educational approach. Our <b>Relationships and Behaviour policy</b> supports this by emphasising restorative practices, where pupils are always given the opportunity to reflect on their actions, resolve conflicts, and learn from their experiences. This approach encourages personal responsibility, growth, and the development of positive relationships, helping pupils to navigate challenges and make informed decisions.</p> <p>Providing a clear moral code of 3 school rules as a basis for behaviour which is promoted consistently through all aspects of the school and is on display in all classrooms and around school: <b>Safe, Ready, Respectful..</b></p>	<p><a href="#">World Around Us Curriculum Assemblies</a></p> <p><a href="#">School Values</a></p> <p><a href="#">Emotional Regulation</a></p> <p><a href="#">Relationships and Behaviour Policy</a></p> <p><a href="#">Anti Bullying Policy</a></p> <p><a href="#">School Rules</a></p>
	<p>An understanding of the consequences of their actions is an essential part of our pupils' development. We foster this through restorative practices, which are embedded in our <b>Relationships and Behaviour policy</b>. These practices encourage pupils to reflect on their actions and understand their impact on others. Additionally, this concept is reinforced in PSHE lessons, where pupils explore the importance of personal responsibility and the outcomes of their decisions in a</p>	<p><a href="#">Relationships and Behaviour Policy</a></p> <p><a href="#">School Rules</a></p> <p><a href="#">Anti Bullying Policy</a></p>

Area	Evidence	Where can I find it?
	supportive learning environment.	
	<p>Encouraging an interest in investigating and offering reasoned views about moral and ethical issues is a vital component of our educational ethos. Pupils explore these topics in depth through <b>PSHE</b> and <b>Humanities</b>, where they examine real-world scenarios, analyse different perspectives, and develop critical thinking skills to articulate informed views.</p> <p>Themes related to moral and ethical issues are also embedded into <b>assemblies</b> and <b>daily reflections</b>, providing regular opportunities for pupils to engage in thoughtful discussion and personal reflection. The <b>school council</b> further supports this by serving as a forum where pupils can debate relevant issues, gather feedback from their peers, and contribute to meaningful changes within the school community.</p> <p>Additionally, a wide selection of books in the <b>library</b> and the <b>English curriculum</b> introduces pupils to diverse perspectives and thought-provoking narratives, fostering their ability to empathise with others and engage with complex moral questions. Together, these approaches ensure that pupils are well-equipped to navigate and contribute thoughtfully to the ethical and moral dimensions of their lives.</p>	<p><a href="#">Assemblies</a></p> <p><a href="#">School Values</a></p> <p><a href="#">School Council</a></p> <p><a href="#">Humanities</a></p> <p><a href="#">Library</a></p> <p><a href="#">Literacy</a></p> <p>English</p>
	All classroom staff collaborate with their classes to establish a <b>routine</b> grounded in	<a href="#">Preparation for</a>

Area	Evidence	Where can I find it?
	<p>the values upheld by our school. This process ensures that pupils understand and embrace shared expectations for behaviour, fostering a positive and respectful learning environment.</p> <p>We actively teach pupils to develop <b>self-awareness</b>, encouraging them to recognise and take responsibility for their actions while nurturing their <b>independence</b>. Through guidance and support, we help pupils identify and understand their feelings, enabling them to process emotions thoughtfully and express themselves in a manner that is socially acceptable.</p> <p>This approach empowers pupils to build emotional intelligence, accountability, and self-regulation, aligning with our commitment to fostering personal growth and mutual respect.</p>	<p><a href="#">Adulthood</a></p> <p>3 Pillars</p> <p>Emotional Regulation</p>
Social	<p>The use of a range of social skills in different contexts, including working and socialising with pupils from diverse religious, ethnic, and socioeconomic backgrounds, is an essential part of our students' development. Our social curriculum supports this by providing opportunities for pupils to engage with different friendship groups through shared activities. A prime example of this is the Erasmus Project, where pupils collaborated with peers from five different countries. Through visits to schools abroad and firsthand experiences, they developed a deep appreciation for different cultures and perspectives.</p> <p><i>This experience has taught them that people are the same wherever they are.'</i></p> <p><i>Mrs McGlynn– International Lead - British Council publication 2020</i></p>	<p><a href="#">International Work</a></p> <p>Farm Workshops</p> <p><a href="#">Residentials</a></p> <p><a href="#">Theme Days</a></p> <p><a href="#">Global Alliance</a></p>

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	<p>Our school is proud to be part of the <b>Global Alliance</b>, where we actively engage in international collaborations and project planning. As part of this initiative, <b>Mrs. McGlynn</b> recently attended the <b>annual meeting</b>, where key strategies and goals were discussed. <b>Project planning for 2025</b> is already underway, with exciting opportunities ahead for our pupils to connect with peers from around the world, share ideas, and work together on global projects. This partnership supports our commitment to fostering a globally-minded, culturally aware student body and provides valuable experiences that enhance learning beyond the classroom.</p>	
	<p>A willingness to participate in a variety of social settings, cooperate effectively with others, and resolve conflicts constructively is a vital part of our pupils' personal growth. This is exemplified through our <b>educational visits, residentials, and international trips</b>, where pupils work collaboratively, engage in new social environments, and develop important problem-solving skills in real-life contexts. These experiences foster teamwork, communication, and conflict resolution in a supportive and dynamic setting.</p> <p>A great example of our commitment to fostering teamwork, creativity, and problem-solving skills is our <b>STEM team's participation in the First Lego League</b>. This event provides pupils with the opportunity to collaborate, design, and build innovative solutions to real-world challenges using Lego robotics. Through this experience, pupils develop key skills in science, technology, engineering, and mathematics, while also learning the value of teamwork, perseverance, and creative thinking.</p>	<p>Educational Visits</p> <p><a href="#">STEM</a></p>

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	<p>An interest in, and understanding of, how communities and societies function at various levels is a key aspect of our pupils' development. A great example of this is our pupils' involvement in volunteering at Tam O'Shanter's Farm, where they work alongside the local community to assist with farm tasks. Additionally, pupils have participated in local litter picks, earning praise from the community for their efforts. These activities help pupils understand the importance of contributing to society and the positive impact they can have on their local environment.</p>	<p>Farm Workshops</p> <p><a href="#">Litterpick</a></p>
	<p>Pupils actively engage in <b>charity work</b> as a way to reflect on their own contributions to society and develop a sense of responsibility towards others. They regularly participate in a variety of charitable events, including <b>Children in Need, Movember, and Save the Children</b>, among others.</p> <p>These opportunities allow pupils to connect with meaningful causes, fostering empathy, compassion, and an understanding of the positive impact they can have on their communities and beyond.</p>	<p><a href="#">Charity Work</a></p>
	<p>We are committed to fostering the development of the whole child, emphasising their emotional well-being and self-esteem. We achieve this by celebrating achievements and positive behaviours through various means, including:</p> <ul style="list-style-type: none"> <li>● <b>Praise and encouragement</b></li> <li>● <b>Stickers and Dojos</b> for daily recognition</li> <li>● <b>Recognition Boards</b> to highlight contributions and efforts</li> </ul>	<p><a href="#">Rewards</a></p>

Area	Evidence	Where can I find it?
	<ul style="list-style-type: none"> <li>● <b>Top 10 awards</b> - linked to Sleuth and daily achievements</li> <li>● <b>Star of the Week</b> awards to celebrate individual accomplishments</li> <li>● <b>Headteacher Awards</b> for exceptional achievements</li> </ul> <p>These practices create a supportive and affirming environment, encouraging pupils to recognise their own worth and strive for personal growth.</p>	
	<p>We provide pupils with valuable opportunities to engage in the <b>democratic process</b> through activities such as the <b>School Council, elections, and head pupil voting</b>. These initiatives allow pupils to actively participate in decision-making, voice their opinions, and develop a deeper understanding of democratic principles. By being involved in these processes, pupils gain a sense of responsibility and learn the importance of representation, fairness, and collaboration within their school community.</p>	<p><a href="#">School Council</a> <a href="#">School Council 2</a></p>
	<p>We host <b>two social events</b> each year, the <b>Christmas Fair</b> and the <b>Summer Fair</b>, which provide pupils with the opportunity to socialise with their families and engage with the wider school community. Pupils play an active role in planning these events, contributing ideas for stalls and activities. Additionally, they have the chance to take the lead by running stalls, fostering a sense of responsibility and teamwork. These events not only promote community engagement but also serve as important fundraisers, helping to raise money for the school while creating enjoyable and memorable experiences for everyone involved.</p>	<p><a href="#">Annual Fairs</a></p>

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<b>Cultural</b>	<p>An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage is an integral part of our pupils' learning. Through <b>PSHE</b> and <b>My Happy Mind</b>, pupils are encouraged to explore their own backgrounds and the diverse cultural influences that have shaped them. In <b>Art</b>, pupils study works from various cultures, including British art, to develop a broader perspective. Special celebrations, such as those for the <b>Coronation</b> and <b>Jubilee</b>, provide opportunities to connect with significant cultural events and traditions, allowing pupils to celebrate and reflect on their heritage in meaningful ways.</p>	<p><a href="#">World Around Us Curriculum</a></p> <p><a href="#">Art Curriculum</a></p> <p><a href="#">Library</a></p> <p><a href="#">Coronation</a></p> <p><a href="#">Jubilee</a></p>
	<p>A willingness to participate in and respond to artistic, musical, sporting, mathematical, technological, scientific, and cultural opportunities is actively fostered within our school community. Pupils are encouraged to engage in daily <b>lunch clubs</b>, which reflect these aspects and include options such as <b>art, computing, Dungeons and Dragons, and sports</b>. Our social curriculum broadens these opportunities with a diverse range of activities, such as STEM, learning a musical instrument, art, weightlifting, and mindfulness, ensuring pupils can explore and develop their interests in varied contexts.</p> <p>Our <b>after-school clubs</b> further extend these opportunities, providing additional avenues for exploration and skill-building. We also encourage pupils to participate in enriching experiences outside the classroom, including visits to the <b>theatre, galleries, museums, and sporting events</b>. The school proudly have several sports</p>	<p><a href="#">Art Curriculum</a></p> <p><a href="#">Socials</a></p> <p><a href="#">Daily Exercise</a></p> <p><a href="#">Sporting Events</a></p> <p><a href="#">Lunch Clubs</a></p> <p>Afterschool Clubs</p> <p><a href="#">STEM</a></p>

Area	Evidence	Where can I find it?
	<p>teams that regularly compete with other schools, fostering teamwork and resilience.</p> <p>Moreover, our <b>theme days</b> align with these values, offering immersive experiences such as <b>Africa Day, Wellbeing Day, STEM Day, and Internet Safety Day</b>, allowing pupils to deepen their understanding and appreciation of diverse cultural, academic, and creative fields.</p>	Theme Days
	<p>An interest in exploring, understanding, and respecting <b>cultural diversity</b> is a cornerstone of our school's ethos. We strive to foster pupils' ability to understand, accept, respect, and celebrate diversity, as reflected in their attitudes towards different religious, ethnic, and socio-economic groups within local, national, and global communities.</p> <p>In 2019, our school was honored with the <b>TES Award for International School of the Year</b>, marking a significant milestone in our history. We were proud to be the last school in the category at the TES, which was a testament to the dedication and impact of our work. This award was a pivotal moment for the school, as it recognised the exceptional opportunities we provide for our pupils. The <b>TES</b> commented on how unique it was for pupils from a <b>Special Educational Needs (SEN)</b> school to have access to the kind of international experiences and opportunities we offer. This recognition has further affirmed our commitment to providing a broad and inclusive education that prepares our students for a globalised world.</p> <p>Our <b>international work</b> has been a shining example of this, providing pupils with opportunities to learn alongside peers from other countries. Through both in-person</p>	<p><a href="#">World Around Us Curriculum</a></p> <p><a href="#">International Work</a></p> <p><a href="#">PSHE</a></p> <p><a href="#">TES International School of the Year Award</a></p>

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	<p>and virtual activities with pupils from across the globe, students have gained firsthand insights into diverse cultures. Callum, a participant, described his experience as an exploration: <i>'I felt like I was in a whole new area, exploring new areas and countries, getting to know what it's like.'</i></p> <p>This commitment to <b>cultural diversity</b> is further reinforced through our assembly themes, daily reflections, and integration within the <b>PSHE</b> and <b>Geography</b> curricula, ensuring pupils develop a deep appreciation for the rich variety of perspectives and traditions that shape our interconnected world.</p> <p><i>'The award recognises the school's <b>strong commitment</b> to international work, supporting young people with a range of social, emotional and mental health needs autistic spectrum conditions. The judges noted that, 'The Observatory School is a shining example of how education can open up and widen pupils' perceptions of the world'. British Council 2019</i></p>	