Promoting SMSC within our School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across our whole curriculum. Some examples of how we promote SMSC are highlighted below. *(Please note, this is not an exhaustive list).*

SMSC Standard	How we promote it
Defining spiritual, moral, social and cultural development 147. The **spiritual** development of pupils is shown by their: • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences.	• Curiosity Corner and Museum Curators. • RE Curriculum. • Peer and Self-Assessment of work. • Cross-curricular planning by staff. • Whole school - Watching Newsround daily. • KS2 – First News newspapers available in reading corners, plus discussions about current news issues that arise where appropriate. • Church visits at Christmas and Easter. • Visit and distribution of Gideon Bibles – Year 6. • Nativity performances. • Reflection sheet on choices made (Positive Behaviour policy). • Residential trips. • Outside enrichment speakers (CEFAS, Local MP, Parent speakers). • Weekly personal development sessions. • Sparkling starts and fantastic finish to topics. • Whole school theme day/share events (Diwali day, Black History month). • Parent/Pupil work shares.

148. The **moral** development of pupils is shown by their: • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	• School's Positive Behaviour policy – School rules, Dojo points and rewards, reflection time, reflection sheets based on choices made. • Class rules such as Class Charters. • Moral stories told across year groups, as part of the curriculum and as class reads. • Role of Online Safety Leaders in the school • Online Safety Learning together sessions with parents and children. • Computing and Online Safety Curriculum – children knowing the legal and moral implications of their behaviour online. • Assemblies and discussions in Family Circle Groups which relate to moral learning. • Weekly personal development sessions. • Topic – People Who Help Us – Reception. • Use of Secret Learner. • Having discussion time after viewing Newsround to explore children's views and to listen to others about theirs. • Whole school focus on British Value. • Whole school anti-bullying day, pupil anti-bullying ambassadors. • RSE curriculum. • Weekly whole school assemblies. • Individual class incentives/rewards. • Year 5 and 6 – Learning Gems and Diamonds.

149. The **social** development of pupils is shown by their: • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	• Dojo points and rewards. • Weekly Super Stars. • Secret class of the week. • Online Safety Curriculum. • RHSE and RE Curriculum. • School Positive Behaviour Policy. • Pupil Leadership: Play Leaders, Eco Warriors, JRSO, Junior Librarians, Museum team, Anti-Bullying Ambassadors. • Family Circle Groups. • Whole school half termly value focus with weekly value cup to be awarded to the class who has shown this value. • Classroom responsibilities and leadership jobs. • Environment monitors. • Zones of regulation. • Reception lunch helpers. • Reading Gladiators in KS2. • Learning Aliens – attitudes to learning broken down, discussed and reinforced. • Opportunities to take part in a variety of enrichment clubs and enrichment activities across the school. • Opportunities to take part in Sports Tournaments. • Weekly personal development sessions. • Personal development squirrel mascot and whole school personal development portfolio. • KS2 choir. • A range of outside enrichment speakers.

150. The **cultural** development of pupils is shown by their: • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.	• Whole school theme days. • Taking part in clubs and enrichment opportunities on offer within the school. • Whole school - Watching Newsround daily. • KS2 – First News newspapers available in reading corners, plus discussions about current news issues that arise where appropriate. • Taking part in sports tournaments and competitions. • P.E taster days e.g. karate, street dance. • Rocksteady programme and participating in live performances. • Opportunities and learning as part of trips e.g. Time and Tide, Hands on Heritage. • Year 5 Democracy topic and Democracy play. • Understanding the world and cultural displays and books within the school. • Year 6 end of year production. • Ongoing and topical discussions in classes about current observances/events e.g. Diwali, Chinese New Year, Saints Days. • RE, RSHE Curriculum teaching of influences which shape others' heritages. • Weekly Personal Development sessions. • Response to major world events e.g. Queen's jubilee