

How we Promote SMSC in our School

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • RE Curriculum • Assemblies • Collective acts of worship and support for personal acts of worship • School linking partnerships <p>This will aid the development of insights, principles, beliefs, attitudes and values which guide and motivate us. Developing understanding of feelings and emotions which support reflection and learning. Developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.</p>	<ul style="list-style-type: none"> • RE Curriculum • Behaviour Policy • School Ethos • Charitable Projects/events <p>This is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about pupils' understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion on the different views.</p>	<ul style="list-style-type: none"> • RSHE Curriculum • Pupil voice provision • Friendship Buddies • Wellbeing <p>This reflects how the school promotes opportunities for our pupils to work effectively with each other and participate successfully in the community. It involves the inter-personal skills for successful relationships and the development of skills and personal qualities necessary for living and working together.</p>	<ul style="list-style-type: none"> • Citizenship duties to promote community cohesion and race equality • Access to the Arts • MFL <p>This is how the school develops pupils' understanding and respect of cultures, including their own, and reject discrimination based on difference. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures.</p>
<p><u>How is it evidenced?</u></p> <ul style="list-style-type: none"> • RSHE Curriculum • Multi-Faith RE curriculum • Whole school assemblies and school values • Outdoor learning • Residential visits • Harvest festival • Christmas • Easter • Singing assemblies • Bible assemblies 	<p><u>How is it evidenced?</u></p> <ul style="list-style-type: none"> • RE curriculum • Age appropriate responsibilities • Circle time • Anti-bullying week • Anti-Bullying Team • Wellbeing Team • Mental Health Charter Mark Evidence File • Whole school assemblies and school values • Voice of the child 	<p><u>How is it evidenced?</u></p> <ul style="list-style-type: none"> • Circle time • School council • After school clubs • School visits • Wellbeing Team • Mental Health Charter Mark Evidence File • Transition visits • Charity support Eg Children in Need, Save the Children • CPD 	<p><u>How is it evidenced?</u></p> <ul style="list-style-type: none"> • Curriculum • Visits to art galleries • Art and music events • Visits to library • Book days/weeks • Visiting authors • Theatre group visits and performances • School trips to museums • Outdoor learning • Local area walks and knowledge

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<ul style="list-style-type: none"> • Opportunities to reflect on experiences • Visits to school by local Vicar • Visits to varying places of worship 	<ul style="list-style-type: none"> • Class monitors • School council • Singing in the local community • Positive behaviour plans • Charity appeals • PHSE/RSHE curriculum • After school clubs • Class/school rules • Celebration assemblies • Rewarding expressions of moral insights and good behaviour (Head teacher award nominations and certificates; Head Teacher and Deputy Head teacher stickers with a positive text home) • Children negotiate own consequences for actions 	<ul style="list-style-type: none"> • Extending Community Links • Peer support • Friendship buddies • Residential visits • School productions • Sports Days 	<ul style="list-style-type: none"> • Opportunities to take part in school performances • Cultural and diversity days • Anti-bullying week • Visits from people from other cultures • MFL curriculum • Sports days • Music provision • Reading challenges
<p>Impact on pupils...</p> <p>Children start to show empathy and show ability to reflect on their own and others' achievements.</p> <p>Pupils develop attitudes, values and principles.</p> <p>There is an increased ability for them to empathise with others and see beyond themselves.</p> <p>Pupils have a first-hand experience of places of religious worship.</p>	<p>Impact on pupils...</p> <p>Pupils have more confidence in themselves and in their community.</p> <p>Pupils are able to give reasons for things being right and wrong.</p> <p>There is a positive atmosphere in school. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</p>	<p>Impact on pupils...</p> <p>Pupils are able to socialise with a wide range of people.</p> <p>We receive positive comments from the community when we go on trips and when we receive visitors to our school.</p> <p>Pupils build relationships and friendships.</p> <p>Close knit school community.</p>	<p>Impact on pupils...</p> <p>Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</p> <p>Pupils have an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.</p>



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<p>A respect for themselves and others.</p> <p>An awareness and understanding of their own and others' beliefs.</p>	<p>Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p> <p>Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others.</p>	<p>Widening of pupil horizons</p> <p>Pupils feel they have a say in their school</p> <p>Pupils exercise responsibility.</p>	<p>They experience opportunities for awe and wonder.</p>
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