



How we Promote SMSC in our School



Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • RE Curriculum • Science Curriculum • RSE curriculum • PHSE curriculum • Assemblies • Collective acts of worship and support for personal acts of worship • School linking partnerships • Art/D&T curriculum <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. Use of imagination and creativity in learning.</p>	<ul style="list-style-type: none"> • PHSE/RSE/RE Curriculum • Behaviour Policy, including restorative discussions • School Ethos and Values • Charitable Projects/events • British Values • Visits from key members of the community (Eg Police, Councillor) <p>This is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. In school we have a set of core values by which we behave, as well as a set of golden rules within this. 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"> • PHSE Curriculum • Pupil voice provision • Play Leaders • School Council <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 • Library Collection <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>



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<u>How is it evidenced?</u>	<u>How is it evidenced?</u>	<u>How is it evidenced?</u>	<u>How is it evidenced?</u>
<ul style="list-style-type: none"> • Multi-Faith RE curriculum • Whole school assemblies and school values • Outdoor learning - connection to community and nature (Eg Autumn walks, natural materials collages) • Residential visits • Harvest festival • Christmas • Easter • Singing assemblies • Opportunities to reflect on experiences • Visits to school by local Vicar • Visits to varying places of worship • EYFS provision and ethos 	<ul style="list-style-type: none"> • RSE/PHSE/RE curriculum • Age appropriate responsibilities • Circle times • Anti-bullying week and regular anti-bullying assemblies • Whole school assemblies and school values • Voice of the child • Class monitors • School council • Singing in the local community • Positive behaviour plans • Charity appeals • Celebration assemblies • Rewarding expressions of moral insights and good behaviour (Head Teacher awards and postcards to parents, stickers) • Children negotiate own consequences for actions • Behaviour Policy - Recognition boards, "Over and Above" 	<ul style="list-style-type: none"> • Circle time • School council • After school clubs • School visits/visitors • Transition visits • Charity support eg. Children in Need, Save the Children • CPD • Extending Community Links • Peer support • Buddy reading • Friendship buddies • Residential visits • School productions • Sports Days • Cross Trust events • Pen Pals 	<ul style="list-style-type: none"> • RE, Art, Music, History 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 • Opportunities to take part in school performances • Cultural and diversity days • Anti-bullying week • Visits from people from other cultures • Sports days • Music provision • Reading challenges



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Impact on pupils...	Impact on pupils...	Impact on pupils...	Impact on pupils...
<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>A respect for themselves and others.</p> <p>An awareness and understanding of their own and others' beliefs.</p>	<p>Pupils have more confidence in themselves and in their community and understand how to be a good citizen.</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>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>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>Widening of pupil horizons</p> <p>Pupils feel they have a say in their school.</p> <p>Pupils exercise responsibility.</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> <p>They experience opportunities for awe and wonder.</p>