

Provision for Spiritual, Moral, Social and Cultural Education

(SMSC)



Spiritual Education

Pupils' spiritual development is shown by:	Provision	Evidence
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	<ul style="list-style-type: none"> • Whole school assemblies x2 per week • 'Thought for the week' discussed daily in class • Half-termly assemblies led by local vicar • Visits to local church including harvest and nativity performances • PSHE lessons & circle time • RE lessons (equivalent of 1 hour per week) • EYFS – as above plus themes such as Farm Africa • Visitors of different faiths 	<ul style="list-style-type: none"> • Curriculum statement • Curriculum maps • Planning files • Monitoring file • Scrutiny of children's work including RE books • EYFS Learning Journals • Displays around school and classroom environments • Assembly planner • Annual calendar of events
Sense of enjoyment and fascination in learning about themselves, others and the world around them	<ul style="list-style-type: none"> • Whole school assemblies x2 per week • PSHE lessons & circle time • Geography, history and RE curriculum • Regular visits to the local area and beyond • Residential trips in Years 4 & 6 • Children's involvement in planning their own learning • Enrichment activities (Friday afternoons) 	
Use of imagination and creativity in their learning	<ul style="list-style-type: none"> • Curriculum mapping and planning • Class assemblies • Drama and role play • Enrichment activities (Friday afternoons) 	
Willingness to reflect on their experiences.	<ul style="list-style-type: none"> • Reviewing special occasions and experiences – both through class discussion and written work • Circle times • Class and whole-school assemblies 	

Moral Education

Pupils' moral development is shown by:	Provision	Evidence
<p>Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and respect the civil and criminal law of England</p>	<ul style="list-style-type: none"> • Behaviour Policy – expectations clearly and consistently shared and rewards and sanctions applied fairly. • School Rules – three clear rules known and understood by all children and in evidence throughout the school. • School Council – children are voted in democratically and take responsibility for representing the views of their peers. • House System – children earn rewards which benefit their house as well as themselves individually; house captains lead. • PSHE curriculum • Whole school assemblies x2 per week • 'Thought for the week' discussed daily in class • Visitors to school e.g. the Fire Service, Police 	<ul style="list-style-type: none"> • Behaviour policy and School Rules • Behaviour and Bullying logs • Curriculum maps and Planning files • School Council minutes • Behaviour plans and targets for some individual children • House point charts and House Team display • Scrutiny of children's work and EYFS Learning Journals • Monitoring file • Observations of children's conduct on a daily basis around school. • Assembly planner
<p>Understanding of the consequences of their behaviour and actions</p>	<ul style="list-style-type: none"> • Behaviour Policy – expectations clearly and consistently shared and rewards and sanctions applied fairly. • School Rules – three clear rules known and understood by all children and in evidence throughout the school. • Whole school assemblies x2 per week • 'Thought for the week' discussed daily in class • Class discussions and decision making, including liaison with School Council representatives • Whole school fundraising e.g. Children in Need, Comic Relief, Red, White & Blue Day – and reflection in whole school assembly 	
<p>Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p>	<ul style="list-style-type: none"> • Curriculum topics e.g. rainforests / deforestation, farming in Africa etc. Children are expected to contribute their thoughts and opinions • Social stories and Social Skills Group (for identified children) • School Council • PSHE and RE lessons • 'Thought for the week' discussed daily in class 	

Social Education

Pupils' moral development is shown by:	Provision	Evidence
Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	<ul style="list-style-type: none"> • All classes include children from a wide range of socio-economic backgrounds with some variety in ethnic and religious backgrounds. All children work and socialise with each other in a fully integrated and inclusive manner. • Links to schools in Kenya • Participation in inter and intra-school sporting opportunities • Curriculum topics • Multicultural week (Feb) and European Day of Languages (Sep) • EYFS – use of dressing up and role play • Enrichment activities (Friday afternoons) 	<ul style="list-style-type: none"> • School's Vision and Mission Statements – ethos of 'learning together' and inclusion • Curriculum maps and Planning files • Scrutiny of children's work and EYFS Learning Journals • Photos from trips and events • Monitoring file • Assembly planner • Annual calendar of events • Year 5/6 jobs rota
Willingness to participate in a variety of social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively	<ul style="list-style-type: none"> • Participation in class assemblies and celebrations such as harvest, nativity and Year 5/6 production • Fundraising e.g. Children in Need, Comic Relief, Red, White & Blue Day – and reflection in whole school assembly • Support for fund-raising events organised by the 'Friends' • Choir – singing at local venues including residential home • Participation in intra and inter-school sports matches and clubs • Playground Friends • School Council • Older children take on responsibilities around school • Enrichment activities (Friday afternoons) 	<ul style="list-style-type: none"> • Displays around school and classroom environments • Good progress in EYFS
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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	<ul style="list-style-type: none"> • Whole school assemblies x2 per week • 'Thought for the week' discussed daily in class • Voting for School Council and participation in discussions with class representatives • RE – learning about different religions and faiths • Circle time – listening to and respecting the opinions of others • Children follow the three School Rules and their own class rules • The children belong to a school with a fully inclusive ethos; they all work and play with children from different backgrounds and with a range of different needs. • Children from the CAIRB are integrated in mainstream classes. 	

Cultural Education

Pupils' moral development is shown by:	Provision	Evidence
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	<ul style="list-style-type: none"> • History curriculum e.g. Saxons, Vikings, Romans, WW2, famous people. • Cross-curricular links e.g art, music and dance • Observance of momentous occasions e.g. the London Olympics, the Royal Wedding, annual Remembrance and the anniversary of the outbreak of WW1 • Whole school assemblies x2 per week • 'Thought for the week' discussed daily in class 	<ul style="list-style-type: none"> • Curriculum maps and Planning files • Scrutiny of children's work and EYFS Learning Journals • Monitoring file • Assembly planner • Annual calendar of events
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	<ul style="list-style-type: none"> • Multicultural week (Feb) and European Day of Languages (Sep) • Use of parents and visitors • RE lessons • Celebration of a range of events from a range of cultures / religions e.g harvest, Christmas, Diwali • PE lessons (dance) 	
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<ul style="list-style-type: none"> • School Council • Visits from the local Member of Parliament • History curriculum e.g. monarchs, Prime Ministers and parliament 	
Willingness to participate in and respond positively to artistic, sporting and cultural opportunities	<ul style="list-style-type: none"> • Inter- and intra- school sporting competitions • Annual sports day • Tesco Farm to Fork project • Cooking opportunities within the curriculum • Church visits • Participation in celebrations and commemorations as outlined above. • Enrichment activities (Friday afternoons) 	
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 socio-economic groups in the local, national and global communities.	<ul style="list-style-type: none"> • Opportunities throughout the curriculum e.g. literacy, history, geography, RE, music, art, dance, PSHE • Multicultural week (Feb) and European Day of Languages (Sep) • Whole school assemblies x2 per week • 'Thought for the week' discussed daily in class • Links to schools in Kenya 	

