



Spiritual, Moral, Social and Cultural (SMSC) Development (and how this links to British Values)

is the over-arching umbrella that encompasses personal development across our whole curriculum.

The kind of people we aspire to be.

The kind of world we aspire to create.

The kind of education we aspire to provide.

Spiritual, Moral, Social and Cultural (SMSC)

Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

British Values

Democracy: making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

Individual liberty: freedom for all, for example reflecting on their differences and understanding we are free to have different opinions

Mutual respect and tolerance: treat others as you want to be treated, for example sharing and respecting other's opinions.

Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

Opportunities Provided:

- Throughout our iSafe Programme
- Planned moments throughout units plans
- Discussing feelings of characters in stories
- Use of drama conventions
- Circles and check-ins
- Assemblies
- Pupil Voice
- WOW meetings
- Marking
- Feedback
- Sparkling starts
- Fabulous finishers
- WOW moments
- Displays

Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

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.

Opportunities Provided:

- Throughout our iSafe Programme
- Planned moments throughout units plans
- School expectations
- Positive Ethos
- Classroom Charter
- WOW
- Visits from police, fire & community
- Pupil voice
- Drama Conventions
- School House System – House Captains
- Circles and check-ins

Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

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.

Opportunities Provided:

- A variety of clubs on offer
- Sports Day – combined with our local junior school – working in Houses
- Community activities such as Church Christmas, Stony in Bloom, Lantern Decorating, Advent windows, Macmillan coffee morning
- Local park events – 'Autumn in the Park', 'Spring in the Park' etc
- Visits to the local area
- Eco Warriors
- Library visits
- Class work
- Group work
- Pupils supporting other children in school i.e. paired reading, learning partners
- Cultural celebrations held in school such as Diwali & Chinese New Year.
- Play times
- Parent visitors

Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

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 that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Opportunities Provided:

- Throughout our iSafe Programme
- Planned moments throughout unit plans
- Assemblies
- R.E
- House system
- Visits from police & fire
- Comic Relief and Sports Relief
- Children in Need
- Cultural celebrations – such as Diwali, Chinese New Year
- Indian dance workshops
- Anti-Bullying Week
- Places of worship visits
- Visits to the theatre
- A wide range of protected characteristic reading materials available across the school

	Autumn Term	Spring Term	Summer Term
Planned Yearly Events	European Day of Languages	Chinese New Year	Class assemblies – all based around PHSE/SMSC links
	The Big Draw	Story Telling Week	Walk to School Week
	National Baking Day	Safer Internet Day	Sports Day
	Diwali	World Book Day	Recycle Now Week
	Bonfire Safety Awareness - Fire Brigade Visit	World Maths Day	School Grounds Week
	Remembrance	Science Week	
	Children in Need	World Poetry Day	
	Anti-Bullying Week	Mothers' Day Concert	
	Road Safety Week	Easter Activities	
	Christmas Productions		
	Hanukah		