

**Social, Moral, Spiritual and Cultural (SMSC)**

**Reviewed by R Gould**

**June 2017**

**Spiritual, Moral, Social and Cultural (SMSC) Development at Blakehill Primary**

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Blakehill Primary, we have a thoughtful and wide ranging promotion of pupils’ Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

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| **Good/Outstanding Practice Guidance**  | **Evidence At Blakehill Primary** |
| **SPIRITUAL**  |
| Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives.  |  - Regular Assembly topics for t Key Stage 1 and Key Stage 2: Please see assembly timetable.- Assembly timetable recognises key festivals in all religions and special days. -RE curriculum using Agreed Syllabus - Food bank assembly - Easter Assembly led by Rev Colin from St Cuthbert’s church- lower ks2 Christmas Carol Concert in church- upper ks2 Christmas concert in St Chad’s church- Speakers in assemblies to discuss impact on lives; Rev Colin, Natalie, Mr Froud, Chair of Governors / Pupils |
| Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.  | - RE Curriculum discussions; use of the Big Questions. Sharon Fell – Specialist RE teacher in Year 4- Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly where children’s external activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during assembly.  |
| Encouraging pupils to explore and develop what animates themselves and others.  | - RE Curriculum - PSHCE curriculum - - Global learning elements throughout all the topics across school.  |
| Encouraging pupils to reflect and to learn from reflection.  | - Positive Behaviour Policy / reflection time- Charity and fundraising events –Macmillan cancer, Children in Need, Red Nose Day, Jeans for Genes- Regular Collective Worship - Collective worship led by Rev Colin, Natalie and Mr Froud - RE planning and curriculum; knowledge and response Weekly keystage assemblies |
| Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.  | - RE planning and curriculum- PSHCE curriculum - Dedicated SMSC themes – Eg Black History week - Global learning - Positive Behaviour Policy  |
| Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.   | - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect through “Golden Time / chill” and whole class rewards -Reinforcing concepts in whole school assemblies - Class rules across EYFS and whole school and displayed in corridors - School Council; regular meetings, display and discussion   |
| Promoting teaching styles which: -Value pupils’ questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking ‘why’, ‘how’ and ‘where’ as well as ‘what’.  |  - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations.- Encouraging pupil thinking time when answering  Whole school CPD / staff meetings  |

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| **M ORAL**  |
| Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.  | - Positive Behaviour Policy - Positively worded whole school rules- Regular updates and reinforcement in assemblies - Star of the Week and star Writer recognised in Monday Assemblies.  |
| Promoting racial, religious and other forms of equality.  Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.  | - Trips organised with Religious theme studying different faiths- In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral view points. - RE planning - Positive Behaviour Policy - School Council - gardening club: consider how local environment changed in a positive way or negative.  |
| Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.  | - E Safety Computing planning - Anti Bullying lessons, assemblies and awareness in PSHCE and during Anti Bullying Week. Pupil voice on website- Health week - Part of healthy school curriculum - Elected children work on the school council - School Council makes decisions on spending PTA funds and other issues such as charities.  |
| Rewarding expressions of moral insights and good behaviour.  | - Positive praise - House points system with weekly, termly and Yearly winners- Behaviour charts – working toward Golden time - Celebration assembly with Star of Week certificates relating to school values and good learning traits. - Weekly Reading awards in Monday assemblies – book worm certificates - star writer awardsKIRF awardsTimes tables champions awards- Raffle ticket for good manners- Yearly Attendance Awards - Regular prizes/regular rewards for demonstration of good manners and politeness with class treat or Golden time |
| Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.  | - Reinforcement in Assemblies – children very clear on expectations - Recognise days such as anti-bullying. Look at how feels to be “wronged”. - Winning house or winners of class bonus have “treat afternoon”. - E Safety Computing planning and policy- Respond to national events in Assemblies- reflection time at lunch to reflect on breaches of behaviour - In PE, sports selection policy has clear code of conduct on the pitch and within school.  |
| Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.  | - RE planning and curriculum - PSHCE curriculum |
| Encouraging pupils to take responsibility for their  |  |
| actions, for example, respect for property, care of the environment, and developing codes of behaviour.  | - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations Playground Buddies. - Gardening clubClass monitors  |
| Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.     | - Whole school, Key stage and Class Assemblies – see assembly timetables - By acknowledging the positive and negative benefits of the Internet. - Visitors as part of the collective worship including Rev Colin form local church - Wider opportunities in music; teaching pupils self discipline and learning a string instrument in Year 5. - In sport, make clear fair play and the shaking of hands.  |
| Reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions etc.  | - School mission statement posters displayed in front entrance – Classroom and corridor displays all of a high standard, reflecting school’s vision for curriculum. - School values displayed and add pupil voice comments on the certain school or British values. - Consistent corridor display with rules displayed – photo poster  |

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| **SOCIAL**  |
| Identifying key values and principles on which the school community life is based.  | - Positive behaviour Policy - Consistent whole school Rules  |
| Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.   | - All policies have review statement for equality and inclusion.- Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days in Houses  - Community events; Christingle Concert, Church visits, Christmas and Easter celebrations, Christmas performances, Singing in choir, Big Sing, Young voices, Coffee mornings, Fund raising events, Remembrance events,  - Family learning through parental talks / workshops |
| Encouraging pupils to work cooperatively.  | - School Council - Learning / talk Partners during class discussions - Staff training on Autism and how this affects leaning styles - Regular competitive sporting events - Fundraising Events Summer FairCharity events - Playground buddies- whole school Houses sport competitions- celebration assembly  |
| Encouraging pupils to recognise and respect social differences and similarities.  | - PSHCE when challenging stereotypes. - In History, children learn about how different civilisations are organised socially. Schools linking projectYear 4 trip to positive life style group |
| Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.  |  - Christmas Productions EYFS and KS1  - KS2 christingle services- Big sing / young voices- Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips- Enhancement days where dress up / thematic creative tasks- Creative high standard topic books. - Residential experiences in Year 4, Year 5 and Year 6Nell BankInglebroughRobinwood |
| Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.  | - RE planning and curriculum - PSHE/Citizenship curriculum - School involvement in community events walking nativity- Involved in community improvements – helping to raise money for Holy trinity windows.- Look at moral issues in PHSE.- Reflected in our school values; kindness / respect / responsibility.  |
| Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.  | - Whole school assemblies on aspirations, talents and targets.  |
| Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.  | - Pupil elections for School Council  Children write own speeches for Council - Regular council meetings - Pupil training for Playground Buddies - Involvement in Senior Leader Interviews |
| Providing opportunities for pupils to exercise leadership and responsibility.    |  - School Council choose how to raise money and fundraise for charities and involved in whole school change. - - Pupils have roles in school such as Buddies, Bloggers, Digital leaders  |
| Providing positive and effective links with the world of work and the wider community.  | - Promoting parents to volunteer to support pupil’s learning, including regular reading – Mrs Grattan / Mrs Marsay.- Clubs: Parents invited in to work with pupils in tasks – health week sport activates- Student teachers  |

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| **CULTURAL**  |
| Providing opportunities for pupils to explore their own cultural assumptions and values.  |  - challenging stereotypes / war and peace through remembrance.  |
| Extending pupils’ knowledge and use of cultural imagery and language.  | - Cultural elements in topics studied: health week, - Sharing stories from other cultures and countries in assemblies  |
| Recognising and nurturing particular gifts and talents.  | - Differentiation in planning to challenge pupil’s learning. - PSHCE curriculum look at personal gifts and talents. - Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music. - Participation in gifted and talented workshops: ICT coding day- times given to work on talents eg Oliver Glover - Tennis  |
| Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.  | - Participating in health where each class is a country. - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions’ calendars. - Participation in Dance e.g Diwali dancing year 1 and 2 - Making links with global events such as the Olympics, - Participation in drama week – Alex Fellowes- Looking at the local history and how different cultures have shaped it. - Year 5 all play instrument with tutor, perform to whole school in assembly- class assembliesChristingle servicesReception and KS1 nativity  |
| Developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.   |  - Specialist Music teacher and Tutor for Year 5 so everyone learns an instrument. - Opportunities for musicians to perform to their parents. - Drama productions performed to wider community – little cherries - Visitors providing workshops for various year groups ( recently and WWII and drama with Alex Fellowes)- Visits to Skipton castles - Yearly theatre visit for all year groups  |
| Reinforcing the school’s cultural values through displays, posters, exhibitions etc.  | - Learning Environment Expectations which reflect themes taught  |
| Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.  | - School’s creative curriculum. Plan exciting thematic topics with cultural links - In history and science, look at how developments from around the world affect our daily life- SLT / Mrs Gould carries out scrutiny each term looking at cultural opportunities and gives to head teacher, governors and staff  |

Playground Buddies

School Website for photographs and blogs

Spiritual

Whole School Assemblies

RE Curriculum Planning

Display provoking thought

Residential trips

Curriculum Topics

Assembly Reflections

Charity Work/Fundraisers

School Mission Statement, values and Behaviour Policy

Class Assemblies

Learning Mentor

Themed days / Weeks

Visitors from Different Faiths

Celebration Assemblies

Blakehill’s Got Talent! Show

Marking and Feedback Policy

reflection time

Parent workshops / coffee mornings

Clear set of values promoted across school

Outside speakers on safety and moral issues

Moral

Whole School Assemblies

RE Curriculum Planning

Curriculum Topics

 Class Assemblies

Behaviour Policy

School Mission Statement, Values and Behaviour policies

School trips and Residential Trips

PSHE Planning

School Council

Singing event – big sing

Positive Approach to Behaviour

Rewards

School Website

Blakehill’s School Rules

Anti-Bullying policy

E-Safety Week and Internet Safety Curriculum

Inspirational quotes in coridoor

Problem Solving/Investigating

Fundraising

Parent workshops

Lunch time clubs

Charity Work/Fundraisers

Group Work in Lessons and AfL opportunities

School Mission Statement and values

Social

Lunchtime Play Leader

Whole School Assemblies

Class Assemblies

Curriculum Topics

Behaviour Policy

Health week

After School Clubs

Blakehill’s got talent

School Trips and Residential Trips

PE and Sport Competitions

Sports Day

Contribution to Local Community Events eg

Walking nativity

Events with Other Schools

RE Curriculum Planning

Celebrations of Different Religious

Festivals

(Christmas, Harvest, Easter, Chinese New Year, Diwali)

Learning new languages – French

Languages in culture week

Music Lessons

Theatre visits

Historical/Geographical Topics

Local history studies

Curriculum Experiences—Visitors, Trips and themed days

After School Clubs

Photographs on Website

Displays around the School

Links with Schools in

Contrasting Locations

 (e.g. Westbourne)

Internet to Research

Cultural

Different Menus for Celebration of Events eg

Health week – British values day