

Spiritual, Moral, Social and Cultural (SMSC) whole school overview

Our pupils' spiritual development is shown by their:	Evidence
<ul style="list-style-type: none"> • 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 • 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. 	<ul style="list-style-type: none"> ➤ Values based assembly plans: focus on a value each month ➤ Pupils leading assemblies ➤ Local religious leaders e.g. monthly Christian based assemblies and visits ➤ After school club: preparation for communion ➤ Lab 13 questions board to ask 'why?' and then investigate ➤ Learning in the wildlife area: forest school ➤ Imagination and creativity encouraged through homework projects (e.g. environment in a box) library challenges, ➤ Family learning projects ➤ Celebration Oscars gold award
Our pupils' moral development is shown by their:	Evidence
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ➤ Pupils active engagement in the review of behaviour, online safety and anti-bullying policies ➤ Pupils elect anti-bullying ambassadors and school councillors ➤ Special events such as anti-bullying week ➤ Lunch bunch club: behaviour support group ➤ House assemblies led by pupils who discuss moral issues e.g. anti-bullying ➤ Y5/6 Magistrates in school part of curriculum ➤ SAM importance of attendance ➤ Protective behaviours /RSE curriculum ➤ Access to pastoral worker and trained councillor in school
Our pupils' social development is shown by their:	Evidence
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ➤ An extensive range of leadership opportunities for pupils ➤ House assemblies and house activities ➤ Pupil instigated and led charity events and fundraising ➤ Residential opportunity in Year 4 and Year 6 ➤ Competitions and sporting cultural events: e.g. seasonal concert with special school ➤ Pupils set up and run own clubs e.g. wildlife club at lunchtimes ➤ Election of Lab 13 committee members: job description, application form, shortlisting by pupil committee, leading interviews and feedback to unsuccessful applicants ➤ Buddy system Y6 with FS children ➤ Tolerance & respect school values focus
Our pupils' cultural development is shown by their:	Evidence
<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range 	<ul style="list-style-type: none"> • Curriculum studies on local cultural heritage KS1 shoes KS2 Chester Farm local archaeological and historic site • Curriculum studies of other cultures: Jewish

<p>of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <ul style="list-style-type: none"> • 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, 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. 	<p>family; fair trade and Chinese history</p> <ul style="list-style-type: none"> • History ‘Face Value’ project studying how propaganda is used through history with links to fake news • Links with Luwero Community in Uganda • Lab 13 links with others schools nationally and internationally. • RE festival of faiths in school • Visit to local religious centres: St Katharine’s / Sikh Gudwara • Performances / choir • Knowledge of e safety Digital leaders – online safety • Celebration of festivals and religious events relating to pupils in school • GRT creative group to celebrate their culture • MFL day with pupils of secondary school
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