

<p>What is SMSC?</p>	<p style="text-align: center;"><i>Spiritual Moral, Social and Cultural Education.</i></p> <p>The SPIRITUAL child...</p> <ul style="list-style-type: none"> ○ Respects themselves and others ○ Holds a set of values, beliefs and principles ○ Shows empathy towards others ○ Reflects on their lives ○ Shows resilience, persistence and courage ○ Relishes and enjoys challenges ○ Appreciates the mysterious elements of life ○ Explores their values and beliefs ○ Reflects and learns from their own thoughts ○ Knows what makes them and others happy ○ Grows in a spirituality conducive ethos and climate ○ Asks questions about life ○ Makes connections <p>The SOCIAL child...</p> <ul style="list-style-type: none"> ○ Presents with appropriate behaviour ○ Relates well to others ○ Co-operates and works well as a team ○ Resolves conflicts ○ Makes a contribution to society ○ Sensitively challenges the opinions of others ○ Exercises their responsibilities <p>The MORAL child...</p> <ul style="list-style-type: none"> ○ Knows right from wrong ○ Confidently upholds their values and principles ○ Reflects on consequences ○ Confidently expresses their views ○ Makes rational judgements ○ Respects others ○ Relishes the chance to explore other cultures ○ Willing to review and alter their views and values <p>The CULTURAL child...</p> <ul style="list-style-type: none"> ○ Explores a range of cultures and beliefs through authentic experiences ○ Adopts a zero tolerance to discrimination of any kind ○ Enjoys a rich range of cultural experiences ○ Is aware of, values and respects other cultures ○ Understands and appreciates British values
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SMSC is built into our curriculum in two ways; explicit and implicit.

Explicit

- *Agreed ethos and vision – School Motto – RESPECT, EXCELLENCE. FRIENDSHIP*
- *Philosophy for Education which has four core principles as the foundation of our whole school approach to teaching and learning: HOLISTIC, EMPOWERMENT, FAMILY & COMMUNITY, RELATIONSHIPS.*
- *Approach to teaching & learning with children taking responsibility for their own learning; Mild, Spicy, Hot, peer assessments.*
- *Planned curriculum: Religious Education, visits to religious buildings, Victorians (local study), India, Back Packing, computing & online safety, Martin Luther King.*
- *At the beginning and end of each topic, children are asked to identify personal and social skills that they wish to develop and where they have been successful.*
- *School Prayer – making own choices and respecting other religions. Children speak openly about their faith and share what it means to them and their family.*
- *School Rule – treat others as you wish to be treated.*
- *Assemblies – PSHE focus*
- *Class Charities & fund raising events*
- *Elections – national, local, in-school.*
- *Pupil Council*
- *Residential visits – Y4 & Y6*
- *Dr Seuss – Lessons for Life! Lessons for life statements around school highlighting aspects of learning on displays.*
- *Involve in a range of sporting and musical events.*
- *Annual voting for Pupil Council, Sports Leaders.*

Implicit

- *Shared ethos of respect for everyone. Everyone shares accountability for behaviour and well-being.*
- *Expectation of behaviour – social and behaviours for learning.*
- *Open and honesty – children are not afraid to ask questions and are encouraged to reflect, staff treat questions with sensitivity and honesty in age appropriate way.*
- *Responding to local, national, international events in an age appropriate manner; Manchester bombings, General Election*
- *Praise and reward – Match Day, Enrichment activities, Star of the Day, Homework Champions.*
- *Class pets*
- *Mission statements*
- *Relationships; staff, children, parents, families. Open door policy – parents feel comfortable in speaking about issues and seeking help and advice.*

How is SMSC built into the curriculum?

<p>How do we evaluate and monitor SMSC?</p>	<p><i>Everyone, everywhere, every day...</i></p> <ul style="list-style-type: none"> ○ <i>Staff work as a team, constantly monitoring behaviour to quickly resolve any conflicts and effectively work with parents/families to address any concerns.</i> ○ <i>Low-level disruption in class is rare and is closely monitored by staff who all have high expectations for behaviour.</i> ○ <i>Policy reviews.</i> ○ <i>Curriculum monitoring – within each subject area, monitoring teams are asked to review how their subject helps to develop and support SMSC.</i> ○ <i>PSHE/Assemblies – staff monitor in-depth discussions with children and respond to need. For example – Manchester bombings, government elections, mental health.</i> ○ <i>Talk to children.</i> ○ <i>Speak to parents.</i> ○ <i>Evaluate comments from external sources; visitors to school, members of the public during class visits, leaders from organised events. Comments are always very positive about the behaviour of all our children.</i> ○ <i>A named Governor for SMSC, is involved in the monitoring of SMSC and has carried out ‘Learning Walks’ to speak to children and view evidence of good practice.</i>
<p>What are the strengths in SMSC?</p>	<ul style="list-style-type: none"> ○ <i>Consistent, agreed approach. Everyone shares the ethos of the school. As a result, we are recognised as a very caring and nurturing school.</i> ○ <i>Children feel valued and are confident in expressing their own thoughts and worries. As a result, behaviour is exemplary, with everyone playing a part.</i> ○ <i>Safeguarding is effective. Families and school work well together to address concerns; attendance, bereavement, mental health, special needs.</i> ○ <i>Children enjoy learning and are keen to share their ideas and challenge themselves. As a result, progress and attainment are good.</i> ○ <i>A broad curriculum with a range of opportunities and experiences.</i> ○ <i>Our named Governor for SMSC is Mrs Rice. Leaders are regularly challenged by Governors, through subject feedback and school visits, to ensure that SMSC remains high profile throughout school.</i>
<p>What areas require improvement?</p>	<ul style="list-style-type: none"> ○ <i>Increase the involvement of the Pupil Council with the Governing Body to have a better understanding of the voting and overall structure.</i>
<p>How can we continue to monitor and ensure consistency and high standards?</p>	<ul style="list-style-type: none"> ○ <i>Review and report to Governors biannual.</i> ○ <i>Planned named governor visits to school and look for evidence for SMSC.</i> ○ <i>SMSC will be a standing item on the end of Year HT report to Governors.</i> ○ <i>Policy Review schedule to ensure policies are reviewed and kept up to date.</i> ○ <i>SMSC to be considered when planning topics and assemblies.</i>