

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

## Spiritual, Moral, Social and Cultural (SMSC) Development at Betley CE Primary School

Good/Outstanding Practice Guidance	Evidence At Betley CE Primary
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> <li>- Regular Worship topics for Key Stage 1 and Key Stage 2</li> <li>- Worship timetable recognises key festivals in all religions and special days.</li> <li>- RE curriculum using Agreed Syllabus</li> <li>- Harvest Festival Worship in church and the support of charity voted for by School Council.</li> <li>- Christmas Carol Concert in St Margaret's Church</li> <li>- Infant Christmas concert in St Margaret's Church</li> <li>- Clear Christian Values</li> <li>- Spiritual Policy</li> </ul>
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> <li>- RE Curriculum discussions; use of the Big Questions.</li> <li>- Show and Tell in Reception where children explain what they have done when not in school.</li> <li>- Wow boards in each classroom</li> <li>- Celebration Assembly where children's external activities are celebrated.</li> <li>- Encouraging pupils to share their beliefs with their classes and during assembly.</li> </ul>
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> <li>- RE Curriculum</li> <li>- PSHCE curriculum</li> <li>- Global learning elements throughout all the topics across school.</li> </ul>
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> <li>- Positive Behaviour Policy</li> <li>- Corridor display on RE theme with questions to prompt spiritual thought.</li> <li>- Charity and fundraising events –Macmillan cancer, Children in Need, Red Nose Day, Local Hospital Charities</li> <li>- Daily Collective Worship</li> <li>- Collective worship led by Rev Chantry</li> <li>- RE planning and curriculum; knowledge and response</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>- RE planning and curriculum; school is moving towards achieving the RE Bronze Mark).</li> <li>- PSHCE curriculum</li> <li>- Dedicated SMSC time in Global learning issues.</li> <li>- Global learning</li> <li>- Positive Behaviour Policy</li> </ul>

Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> <li>- Explicit teaching of manners and politeness for pupils and staff</li> <li>- Positive Behaviour Policy rewarding mutual respect</li> <li>- Reinforcing concepts in whole school Worship</li> <li>- Class rules across EYFS and whole school and displayed in each room</li> <li>- School Council; regular meetings, display</li> <li>- Clear set of values across school and on display. Covered within the whole school SMSC and Health and Safety overview.</li> </ul>
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'.	<ul style="list-style-type: none"> <li>- Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations.</li> <li>- Encouraging pupil thinking time when answering</li> <li>- Training on AFL techniques for whole cohort participation and effective questioning</li> </ul>

M ORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> <li>- Positive Behaviour Policy with display in each class</li> <li>- Positively worded whole school rules</li> <li>- Regular updates and reinforcement in Worship</li> <li>- Star of the Week and Presentation of the week and recognised in Friday Celebration</li> <li>- Whole school house point system with House Captains and Class bonus for Attendance</li> <li>- 12 clear values promoted across the school on a two yearly cycle</li> </ul>
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.	<ul style="list-style-type: none"> <li>- Trips organised with Religious theme studying different faiths</li> <li>- 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.</li> <li>- RE planning</li> <li>- Positive Behaviour Policy</li> <li>- School Council</li> <li>- Gardening club: consider how local environment changed in a positive way or negative.</li> </ul>
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	<ul style="list-style-type: none"> <li>- Online Computing planning</li> <li>- Bullying lessons, Worship and awareness in PSHCE and during Anti Bullying Week. Pupil voice on website</li> <li>- Use of school VLE for thought of week and discussion forums on moral issues</li> <li>- Drug and alcohol scheme shared with staff. Part of healthy school curriculum</li> <li>- School Council makes decisions on spending funds</li> </ul>

Rewarding expressions of moral insights and good behaviour.	<ul style="list-style-type: none"> <li>- Positive praise</li> <li>- Team points system with House Captains; weekly, termly and Yearly winners</li> <li>- Children awarded gold status for behaviour / learning attitudes that go above and beyond.</li> <li>- Celebration assembly with Star of Week certificates relating to school values and good learning traits.</li> <li>- Weekly Reading Prizes</li> <li>- Writer of the Week awards</li> <li>- Spelling awards</li> <li>- Lunchtime behaviour slips that reward positive behaviour as well as recognising negative – Golden Table</li> <li>- Termly Attendance Awards</li> </ul>
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.	<ul style="list-style-type: none"> <li>- Reinforcement in Worship – children very clear on expectations</li> <li>- Recognise days such as anti bullying and safer recruitment. Look at how feels to be “wronged”.</li> <li>- Winning house or winners of class bonus have “treat afternoon”.</li> <li>- Online Computing planning and policy</li> <li>- Respond to national events in Woship</li> <li>- When on red, complete behaviour contract which is followed up by senior leaders.</li> <li>- In PE, sports selection policy has clear code of conduct on the pitch and within school.</li> </ul>
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	<ul style="list-style-type: none"> <li>- RE planning and curriculum</li> <li>- PSHCE curriculum</li> <li>- Global Learning planning in each topic</li> </ul>
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> <li>- 6 rules consistent across school with one that reflects this.</li> <li>- Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property.</li> <li>- Class rules and expectations reinforced by Year 6 House Captains, Sport Ambassadors and Playground leaders.</li> <li>- Eco club, looking after the school’s garden beds</li> </ul>
Providing models of moral virtue through literature, humanities, sciences, arts, Worship and acts of worship.	<ul style="list-style-type: none"> <li>- Whole school, Key stage and Class Worship – see assembly timetables</li> <li>- By acknowledging the positive and negative benefits of the Internet.</li> <li>- See curriculum planning involving Global learning</li> <li>- Wider opportunities in music; teaching pupils self discipline.</li> <li>- In sport, make clear fair play and the shaking of hands.</li> </ul>
Reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> <li>- School mission statement posters displayed in front entrance</li> <li>- Classroom and corridor displays all of a high standard, reflecting school’s vision for curriculum.</li> </ul>

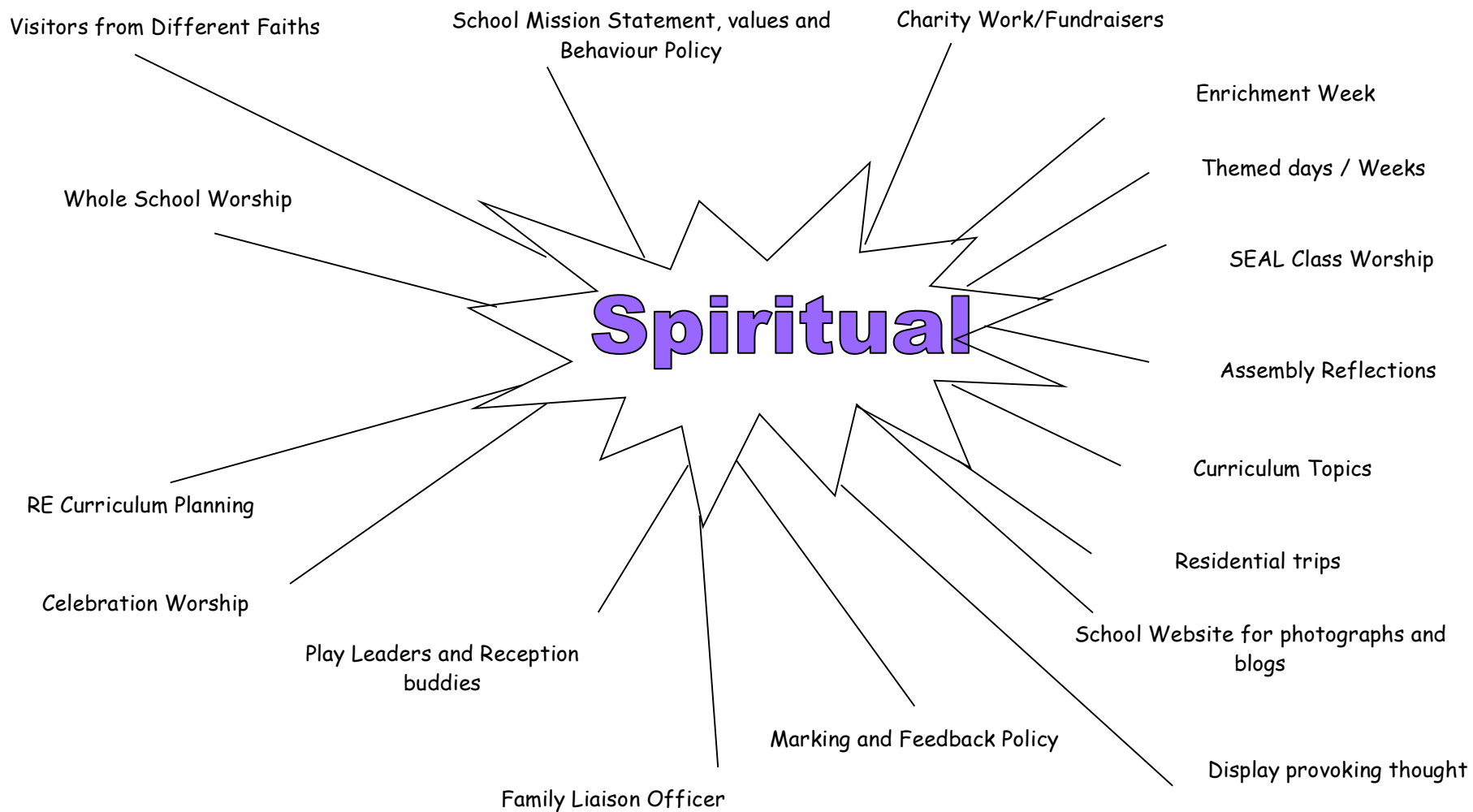
	<ul style="list-style-type: none"> <li>- School values displayed and add pupil voice comments on the certain school or British values.</li> <li>- Consistent display within all classrooms.</li> </ul>
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SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> <li>- Positive behaviour Policy</li> <li>- Consistent 12 core values the school have agreed upon and promote.</li> </ul>
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.	<ul style="list-style-type: none"> <li>- All policies have review statement for equality and inclusion.</li> <li>- Clear Equality policy which is considered in all policy renewal.</li> <li>- Competitive Sports Days in Houses</li> <li>- Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, Fairtrade Coffee morning,</li> <li>- Family learning through parental talks</li> </ul>
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> <li>- School Council</li> <li>- Learning Partners during class discussions</li> <li>- Staff training on whole class participation techniques, group work and learning partners.</li> <li>- Regular competitive sporting events</li> <li>- Playground leaders</li> <li>- House Captains and encouraging others in Celebration Assembly.</li> </ul>
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> <li>- PSHCE and Global learning elements when challenging stereotypes.</li> <li>- In History, children learn about how different civilisations are organised socially.</li> </ul>
Providing positive corporate experiences, for example, through Worship, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> <li>- Christmas Productions EYFS and KS1</li> <li>- Christmas Carol Concert from the choir</li> <li>- Upper Juniors Musical</li> <li>- Sports Day</li> <li>- Termly topic plans have enrichment and enhancement opportunities with visitors and trips</li> <li>- Enhancement days where dress up / thematic creative tasks</li> <li>- Creative high standard learning journeys</li> <li>- Residential experiences in Y3-6</li> </ul>

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.	<ul style="list-style-type: none"> <li>- RE planning and curriculum</li> <li>- PSHEE/Citizenship curriculum</li> <li>- School involvement in community events such as remembrance</li> <li>- Involved in community improvements with Parish Council.</li> <li>- Look at moral issues through Global learning curriculum.</li> <li>- Reflected in our school values; kindness / respect / responsibility.</li> </ul>
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> <li>- Whole school Worship on aspirations, talents and targets.</li> </ul>
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.	<ul style="list-style-type: none"> <li>- Pupil elections and democratic vote for School Council</li> <li>Children write own speeches for Council</li> <li>- Led school general election for different parties that encouraged debate and public speaking; manifestoes focused on social issues.</li> <li>- School Council (Juniors) visit the Houses of Parliament.</li> <li>- Pupil training for Playground leaders</li> <li>- Pupil voice on selection of House Captains</li> </ul>
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> <li>- School Council choose how to raise money and fundraise for charities and involved in whole school change.</li> <li>- Children plan further ways to improve our school</li> <li>- Pupils have roles in school such as recycling officers / sports ambassadors and playground leaders. Have various responsibilities.</li> </ul>
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> <li>- Promoting parents to volunteer to support pupil's learning, including regular reading</li> <li>- Clubs: Parents invited in to work with pupils on creative tasks.</li> <li>- Student teachers</li> </ul>

CUL TURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> <li>- Global Learning curriculum; fairtrade / Brazil / Rights to go to school / challenging stereotypes / war and peace through remembrance.</li> </ul>
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> <li>- Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt</li> <li>- Sharing stories from other cultures and countries in Worship</li> </ul>
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> <li>- Differentiation in planning to challenge pupil's learning.</li> <li>- PSHCE curriculum look at personal gifts and talents.</li> <li>- Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music.</li> </ul>

	<ul style="list-style-type: none"> <li>- Participation in gifted and talented workshops: Poetry, Lego challenges</li> </ul>
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> <li>- Children participate in Global learning opportunities each term.</li> <li>- Participating in European Day of languages where each class is a country.</li> <li>- Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts..</li> <li>- In literacy, engage in texts from different cultures.</li> <li>- In RE and Worship, children will learn about different events in various religions' calendars.</li> <li>- Participation in Dance project centred around theme</li> <li>- Participation in Art Projects –Making links with global events such as the Olympics, Winter Olympics or World Cup.</li> <li>- Participation in the poetry recital competition at Kings; regularly finishing in top 3.</li> <li>- Looking at the local history and how different cultures have shaped it.</li> <li>- All year groups visit the theatre every year.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>- Specialist Music teacher and Art Tutor</li> <li>- Opportunities for musicians and speech and drama pupils to perform to their parents.</li> <li>- Drama productions performed to wider community in church and social club.</li> <li>- Yearly theatre trips for all year groups</li> <li>-- Gallery visits and involvement in Arts projects</li> </ul>
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> <li>- Learning Environment Expectations which reflect themes taught</li> <li>- Global learning display across the school and school's impact.</li> </ul>
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> <li>- School's creative curriculum. Plan exciting thematic topics with cultural links and Global learning elements in each.</li> <li>- In history and science, look at how developments from around the world affect our daily life</li> <li>- HT carries out scrutiny each term looking at cultural opportunities and gives feedback on plans.</li> </ul>





# Moral



Behaviour Policy

Anti-Bullying Ambassadors/House Captains

Fundraising

School trips and Residential  
Trips

Young Leaders for Sports

PSHE Planning

School Council

Curriculum Topics

Singing in the Local Community

Positive Approach to Behaviour  
Good to be green; going for gold

Outside speakers on safety  
and moral issues

E-Safety Week and Internet  
Safety Curriculum

SEAL Class Worship

School Website

RE Curriculum Planning

Clear set of values promoted  
across school

School Mission Statement, Values and  
Behaviour policies

Whole School Worship

Problem Solving/Investigating

