

Manuden Primary School

Spiritual, Moral, Social and Cultural Development



SMSC

*Manuden
Primary
School*



Spiritual, Moral, Social and Cultural Development at Manuden Primary School

Nurturing
life skills
and
inspiring
achievement
for
today
and
tomorrow.

At Manuden Primary School we recognise the importance of promoting and developing Spiritual, Moral, Social and Cultural understanding in order to support children as they grow up, make decisions and aspire to be the best they can be.

Our school values are integral to learning at Manuden and we are confident that SMSC provision is strongly enhanced through our curriculum and purposeful learning experiences. Children learn to articulate their feelings and justify them in both informal and formal settings and are given responsibility and trust to develop their confidence.



What is SMSC?

(Spiritual, Moral, Social and Cultural development)

The spiritual development of pupils is shown by their:

- 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.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, 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 being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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.



**Spiritual
Development is
promoted through:**

- Assemblies
- Religious Education Curriculum
- cross curricular links - especially science
- whole school worship
- the use of learning partners
- the whole school SMSC display
- the 'Awe and Wonder' interactive display
- the sensory garden
- the Wellbeing Programme



Moral development is promoted through:

- the school and class rules with a focus on understanding why we have them
- class reward systems and effort marks
- Head Teacher awards and sanction book
- activities/events linked to eSafety, anti-bullying, fire safety and child line awareness
- giving children responsibilities - Play Leaders, Lunch Monitors, Sports Ambassadors, Safety Ambassadors, Eco Reps, School Council Reps
- whole school SMSC display
- themed days, workshops
- school subscription to 'First News'
- Sex and Relationship education
- Drugs education including alcohol and tobacco
- PSHE lessons
- class debates
- celebration/Achievement assemblies



Social development is promoted through:

- the School Council and pupil questionnaires
- the school elections
- visits from authorities such as the Police and the Fire Service
- class behaviour systems that are aligned to a set of rules which have been agreed with the children
- a safe and supportive learning environment
- children who are encouraged to become good and valued citizens; this is particularly promoted through guiding children in becoming independent learners
- opportunities for children to plan, lead and evaluate assemblies
- the School ethos and behaviour policy
- developing an awareness about famous British figures through the history curriculum, 'Celebration of British Events' themed days
- community and sports events
- celebrating 'European Day of Languages'
- opportunities like the Olympics and the World Cup are used to study and learn about life and culture in different countries
- class assemblies and school productions
- the whole school SMSC display
- the 'Play Leading' scheme
- Crucial Crew visit
- visits from the Road Safety Team and Bikeability Training
- opportunities for children's social skills to be developed during day and residential trips and school sleepovers



Cultural development is promoted through:

- themed events
- drama activities
- the teaching of historical events through the history curriculum
- displays
- assemblies
- class news reporters
- class trips
- creative curriculum
- charity work
- extra curricular activities
- diversity is promoted through the choice of music from different cultures that the choir sing and the opportunities that the children have to sing with children from different cultural backgrounds, such as the Young Voices Concert