

Spiritual, Moral, Social and Cultural Education (SMSC)

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|  | **Spiritual** | **Moral** | **Social** | **Cultural** |
| **Overview** | **- RE Curriculum**  **- SRE Curriculum**  **- Assemblies**  **- School Values**  **- Charity events**      Aids the development of insights, principles, beliefs, attitudes and values which guide and motivate us. Developing understanding of feelings and emotions which support reflection and learning. Developing recognition that pupils’ own insights, principles, beliefs, attitudes and that values influence them in their own lives. | **- RE Curriculum**  **- PSHE Jigsaw Curriculum**  **- Assemblies**  **- Behaviour Policy**  **- School Values**  **- Charity Projects**  Construction, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about pupil’s understanding of society’s shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views. | **- PSHE Jigsaw Curriculum**  **- Assemblies**  **- School Council and Pupil Voice provision**  **- Social development**  **- Young Leaders**  Opportunities for our pupils to work effectively with each other and participate successfully in the community. It involves the inter-personal skills for successful relationships and the development of skills and personal qualities necessary for living and working together i.e. team work. | **- RE Curriculum**  **- Assemblies**  **- Citizenship and British Values**  **- Rushcliffe Pupil Parliament**  **- Equality and Diversity**  **- Access to the Arts**  **- Modern Foreign Languages**  Developing pupil’s understanding and respect of cultures, including their own, and reject discrimination based on difference. Fostering an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures |
| **How this is enacted** | - Multi faith RE Curriculum  - Whole school assemblies and school values  - Residential visits  - Charity support e.g. Children In Need, Comic Relief & Harvest Appeal.  - Singing assemblies  - Opportunities to reflect on their experiences  - Eco-council  - wellbeing / mental health initiatives (eg HelloYellow event) | - RE Curriculum  - PSHE Jigsaw Curriculum  - Anti-Bullying week; Safer Internet Day; NSPCC Talk Pants  - Whole school assemblies and school values  - Charity support e.g. Children In Need, Comic Relief & Harvest Appeal.  - Class rules, developed by children  - Rewarding expressions of moral insights and good behaviour (eg Class Captain awards)  - Eco council  - Curriculum content (Black History, environmental learning)  - Debate club | - PSHE Jigsaw curriculum  - School Council  - Eco Council  - After school clubs  - School visits  - Transition visits  - Charity support e.g. Children In Need, Comic Relief & Harvest Appeal.  - Engagement in local community  - Peer support  - Residential visits  - School productions / class assemblies  - Sports & Wellbeing Week  - Public Speaking  - House system and House Meetings  - Year 6 Young Leaders | - PSHE Jigsaw Curriculum  - RE curriculum  - Learning of Cantonese and Sign Language  - Art and Music events  - Visiting Authors  - Book Study weeks  - Musical Performances  - Theatre visits and trips  - School trips to museums etc  - Opportunities to take part in school productions/performance  - Anti-Bullying week  - Spanish curriculum  - Opportunities for individual instrument lessons  - Reading challenges |
| **Intended Impact / Outcomes** | Pupils learn about empathy and show ability to reflect on their own and others’ achievements.    Pupils develop positive attitudes, values and principles.    Pupils have a first-hand experience of places of religious worship.    A respect for themselves and others.    An awareness and understanding of their own and other’s beliefs.  Children develop an awareness of wellbeing and mental health, and experience these positively within themselves. | Pupils have more confidence in themselves and in their community.    Pupils develop their own moral compass and a strong sense of right and wrong.  Pupils know about their rights and responsibilities.  Children learn about Protected Characteristics.    A positive atmosphere pervades school. Pupils look after each other and take responsibility for each other with older children looking after younger pupils; any conflicts are resolved quickly and effectively.  Pupils enjoy celebrating others’ achievements and have opportunities to feel proud of themselves and others. | Pupils are able to have positive social interactions with a wide range of people and pupils.    Pupils build relationships and friendships.    Close knit school community.  Widening of pupil horizons.  Pupils feel they have a say in their school.    Pupils exercise responsibility.  Pupils develop confidence, resilience and independence. | Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.    Pupils have an understanding of a world outside their own.  Pupils develop strong understanding of British Values – Tolerance and Mutual Respect.  Diversity within the school community is recognised and celebrated.    Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.    They experience opportunities for awe and wonder. |
| **Next Steps** | Following COVID-19, re-establish links with community so that children can visit different places of worship.  Further develop school’s mental health provision (eg trained ELSA, involvement in other MH initiatives) | Explore a range of ethical issues through assemblies and the curriculum.  Extend Debate Club to other year groups. | Further develop House System to support children to develop meaningful relationships with children in different year groups.  Seek further opportunities for children work alongside peers from other schools in EQT.  Continue to develop new 22/23 Young Leaders programme. | Invite visitors from other cultures into school.  Engage further with local Hong Kong community members.  Establish and develop ‘cultural literacy’ link with school in Taiwan. |