SMSC development

(Spiritual, Moral, Social and Cultural)

May 2022

Introduction

Our Mission Statement at Charnwood Primary Academy of ***Inspire, Nurture, Achieve*** sets the core purpose of our learning. To ensure that children are meeting their true potential, and are able to access an outstanding curriculum we provide a curriculum that is rich in spiritual, moral, social and cultural developments.

- **Spiritual development** relates to that aspect of inner life through which our children acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religion; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose, developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.
- **Moral development** is about building a framework of moral values for our children, which regulates their personal behaviour. It is the development of our understanding of society's shared and agreed values; including an understanding that there are contentious issues where there is disagreement, and that society's values change. To know there is a range of views and the reasons for the range. It is also about developing an opinion about the different views.
- **Social development** is about helping our young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a multi-racial, multi-cultural society.
- **Cultural development** is about our children understanding their own culture, other cultures in Lichfield and Staffordshire and in the UK as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures**.**

At Charnwood Primary Academy children:

- ✓ Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity, developing curiosity in their learning
- ✓ Develop and apply an understanding of right and wrong in their school life and life outside school;

- ✓ Take part in a range of activities requiring social skills, including sports clubs, collaborative learning, gardening club, woodland adventures
- ✓ Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture and disability;
- ✓ Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- ✓ Overcome any barriers to their learning;
- ✓ Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of music and literature;
- ✓ Develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain; and understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Academy aspect	Evidence			
	Spiritual	Moral	Social	Cultural
Assemblies	Whole school assemblies and school values Harvest festival Singing assemblies as part of Achievement assemblies Person of the Month Assemblies Achievement assemblies – reflection and celebration of learning. Christmas/Easter assemblies and productions celebrate key Christian festivals. Weekly School assemblies promote thinking and refection	Whole school assemblies and school values Rewarding expressions of moral insights and good behaviour e.g. Sending to Head teacher/ Star of the week Harvest collection for local Food Bank was in an example of the school's contribution to charities in the local area. Assemblies on anti -bullying week support whole school weekly focus on strategies to support anti bullying. Lolly Pop Lady visits	Cyber bullying assembly Weekly attendance and achievement assembly focuses on social skills	Link to British Government Elections European Union/Exit
Playtime		Children are happy and engaged in friendly play at break and lunchtimes OPAL lunchtimes support sharing and kind playing 1 racial incident in 2019/2020	Children are engaged in peer conversations and games at playtime especially through OPAL Social groups are cross year/gender and ethnicity. Adults support children in developing relationships and fair play (1:1 TAs & Play Team)	Children have access to a wide range of sports and activities
English Books	Children are encouraged to appreciate literature*:*	Through guided reading and reading lessons children are encouraged to consider characters motives, points of	In lessons children complete a variety of types of activities including peer marking,	Children study rich, quality text that come from English and foreign cultures.

		view and consider moral dilemmas. Reading Champions/Buddies	collaborative learning and group work. Children work in various groups across school. E.g. Trade week visits to companies included children from Years 1-6	Learning about different countries
Maths Books	Children asked to reflect on their own learning. Children asked to think critically: during work on calculations children critically assess the working of others		Group work – children work well in pairs Dialogic teaching - discussions	
Faith Books	Multi faith RE Curriculum School follows locally agreed syllabus	Faith Curriculum		
Topic	Circle Time Reflection Time	Anti- Bullying week In science children study the environment and discuss how they can have a positive impact on the world around them. During work on ICT children are reminded about their responsibility for positive behaviour online. The school's 'Stay Safe online' program is delivered to all children and is visible around school.	SEAL Trade week (June 2015) developed awareness of how companies work together to deliver and ship produce. Thinkers Keys encourage discussions and paired/group work	Curriculum opportunities Cultural/Diversity Days Anti-Bullying week MFL in school (French) K2M Clarinets in Y4 The school topic curriculum reflects cultures from around the world Local culture is studied: where we live French culture through French lessons Year 1 studied the life of The Queen and her significant role in shaping Modern Britain. Earth Day celebrated across school Economics upper KS2
Equality Act		Half Termly Equality Act books for all year groups		
Clubs	School Choir Dance Club	After school clubs	School clubs such as dance, singing, sport, construction, craft, gardening, cooking, book, woodland	MFL activities
School Environment	Outdoor learning OPAL Woodland Learning	Age appropriate responsibilities Positive Behaviour Plans Personal behaviour targets	Learning Support nurture group Buddy reading School productions	Book Days/Week opportunities to take part in school productions/performance

	Nurture groups Displays in hall	PSHE Curriculum Nurture groups-strong emphasis on social and moral development Stay safe online posters around school	Sports Days Children move quietly throughout school New Year expectations shared and discussed Walk4Nature – pupils and parents	Sports Days Poetry Week
Classroom Environment	Opportunities to reflect on their experiences	Circle Time Class Monitors Class rules Clear behavior system	Circle Time Class reward system in each room Class Dojo Feedback to classes from school council	Reading areas across school
School Council	School Council Action Plan	Voice of the Child Charity appeals The school council display shows their work on democracy and fundraising Annual elections ensure fairly elected representatives Question Time	Eco Council Charity support, .e.g. Children In Need & Comic Relief/RSPCA	
Visits/Visitors	Residential visits to Standon Bowers Visits to places of worship – church, Cathedral		School visits Transition visits Extending community links Residential visits Learning Together Events for families Coloured ticket events – e.g. mother's day and father's day	Visiting Authors Trips Trips to museums e.g. Erasmus Darwin Musicians K2M
School Website	Charnwood Values	School behaviour and discipline policy on website PCSO support and visits to school		
	Impact			
	Spiritual	Moral	Social	Cultural
	Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements. Pupils develop attitudes, values and principles.	Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong.	Pupils are able to socialise with a wide range of people and pupils. We receive positive comments from the community when we go on trips and when we receive visitors.	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.

	There is an increased ability for them to empathise with others and see beyond the self. 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.	There is no fighting in school and a positive atmosphere pervades. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively. Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong. Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others	Pupils build relationships and friendships. Close knit school community. Widening of pupil horizons. New/different life experiences Pupils feel they have a say in their school. Pupils exercise responsibility.	Pupils feel they have opportunities to showcase their diverse talents and feel valued for this. They experience opportunities for awe and wonder.