

# Sytchampton Endowed Primary School

## Spiritual, Moral, Social and Cultural (SMSC) Education Policy

Signed by:

Headteacher

Date:

\_\_\_\_\_

\_\_\_\_\_

Chair of Governors

Date:

\_\_\_\_\_

\_\_\_\_\_

Review date: 9<sup>th</sup> February 2023

Next review due: February 2024

\_\_\_\_\_

\_\_\_\_\_



## **Contents:**

[Statement of intent](#)

1. [Legal framework](#)
2. [Guiding principles](#)
3. [Cross-curriculum teaching and learning](#)
4. [Community links](#)
5. [SMSC matrix](#)
6. [Promoting fundamental British values](#)
7. [Monitoring and evaluation](#)

## **Appendices**

[Appendix 1 – SMSC Matrix Curriculum](#)

[Appendix 2 – SMSC Matrix Whole School](#)

## Statement of intent

At Sytchampton Endowed Primary School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

Through this policy, we will help pupils to develop an inner discipline and encourage them to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our pupils is cross-curricular and not limited to specific SMSC lessons.

## Aims

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
- Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

## 1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- The Education Act 2002
  - DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- 1.2. This policy operates in conjunction with the following school policies:
- Child Protection and Safeguarding Policy
  - E-safety Policy
  - Behaviour Policy
  - Anti-bullying Policy
  - Health and Safety Policy
  - Special Educational Needs and Disabilities (SEND) Policy
  - Supporting Pupils with Medical Conditions Policy

## 2. Guiding principles

### **Spiritual development**

- 2.1. The spiritual development of pupils is shown by their:
- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
  - Knowledge of, 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.

### **Moral development**

- 2.2. 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 their ability to understand and appreciate the viewpoints of others on these issues.

### **Social development**

- 2.3. 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

### **Cultural development**

2.4. 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 the 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 their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

## **3. Cross-curriculum teaching and learning**

- 3.1. SMSC education will take place across all areas of the curriculum.
- 3.2. SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education.
- 3.3. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.
- 3.4. In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:
  - Talk about their experiences and feelings.

- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

3.5. Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

3.6. We may use the following methods to help pupils develop an understanding of how they can influence decision-making through the democratic process:

- Electing a school council (called our Pupil Voice Committee)
- Hearing pupils' voice through a suggestion box the Pupil Voice Communication Team and pupil surveys
- Establishing monitoring roles for pupils, e.g. class monitors, lunch monitors, register monitors, assembly monitors and cloakroom monitors, to allow pupils opportunities to deliver messages and look after younger pupils
- Voting on charities to support
- Writing balanced arguments in English lessons
- Providing pupils with opportunities to take part in debates and public speaking activities

3.7. We may use the following methods to help pupils develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality and behaviour
- Setting classroom and school rules
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history

- Encouraging pupils to behave appropriately at mealtimes.
- 3.8. We may use the following methods to help pupils develop an understanding of different faiths and beliefs:
- Celebrating differences and similarities through cultural event days, for example, Chinese New Year, Holi Festival
  - Arranging trips to places of worship
  - Teaching about different beliefs and cultures
  - Exploring morals through lessons, stories and assemblies
  - Arranging visits from various religious leaders
  - Blocking out times in the timetable for in-depth religious study
- 3.9. Additional practical activities to encourage pupils' SMSC development may include:
- Working together in different groupings and situations.
  - Hearing music from different composers, cultures and genres.
  - Meeting people from different cultures and countries.
  - Participating in a variety of different educational visits.
  - Participating in live performances.
  - Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
  - Hearing and seeing live performances by professional actors, dancers and musicians.
  - Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.
  - Making and evaluating food from other countries.
  - Studying the contributions to society that certain famous people have made.
- 3.10. Teachers will help pupils' SMSC development by:
- Encouraging teamwork in PE and games.
  - Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
  - Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

## **4. Community links**

- 4.1. The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:
- Fundraising activities
  - Hosting annual school plays and performances
  - Special Teas
  - Showcase Assemblies
  - Celebration Assemblies



- Cross school PE festivals and Forest School

## 5. SMSC matrix

- 5.1. The [SMSC matrix](#) located in the appendices shows where spiritual, moral, social and cultural education, respectively, are embedded into subjects and provides evidence of their inclusion.

## 6. Promoting fundamental British values

- 6.1. We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council (Pupil Voice Committee)
- Using general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

- 6.2. Through our SMSC programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people regardless of differences

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- 6.3. By promoting fundamental British values through SMSC education, we will provide pupils with:
- An understanding of how they can influence decision making through the democratic process.
  - An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
  - An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
  - An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
  - An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
  - An understanding of the importance of identifying and combatting discrimination.

## 7. Monitoring and evaluation

- 7.1. We listen to the views of our pupils and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:
- An annual pupil questionnaire (minimum)
  - Pupil Voice Committee
  - Pupil/teacher meetings
  - An annual parents' questionnaire
  - Parents' evenings/meetings
- 7.2. SMSC provision is reviewed on an **annual** basis in the following ways:
- The monitoring of teaching and learning and work scrutiny by the headteacher and governors as part of our general monitoring.
  - Regular discussions at staff and governors' meetings.
  - Annual policy audits.
  - The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
  - The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the headteacher.

## Appendix A: SMSC Curriculum Matrix

Complete the matrix to demonstrate where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities, and to provide evidence of their inclusion.

Activity or lesson	We promote <i>spiritual</i> development by:	We promote <i>moral</i> development by:	We promote <i>social</i> development by:	We promote <i>cultural</i> development by:
<b>Maths</b>	<p>Making connections between pupils' numeracy skills and real life; for example, budgeting, saving and making charitable donations. The School Council make decisions about fundraising for charity and for the benefit of the school.</p> <p>Considering pattern, order, symmetry and scale both man made and in the natural world. Fostering the feeling of excitement and delight when pupils are able to solve questions they once found difficult or even impossible to solve.</p> <p>Teaching pupils that Mathematics helps them to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferrable to real-life situations, and therefore help the pupils become reflective, responsible and insightful individuals</p>	<p>Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>Reflecting on data that has moral and ethical implications; for example, pupils consider the impact of increased use of plastic bottles compared with numbers that are recycled. Reflecting on the ways in which data can be presented or interpreted in a particular way to achieve a desired outcome; for example, the winner in an election may have received more votes than any one individual but that more people may have voted for other candidates. Learning how to organise our work in a systematic way, so that it can be understood by others as well as themselves.</p> <p>Children develop a sense of purpose, through the ability to investigate a hypothesis, consider other view points and ethical issues, discuss their work logically and get their findings and opinions across sensibly.</p>	<p>Sharing resources within the classroom, the negotiating of responses and group problem solving and by using discussion, debate and collaborative work to further mathematical knowledge and understanding.</p> <p>Sharing our mathematical findings in class presentations.</p> <p>Analysing social data e.g. environmental, poverty or bullying.</p> <p>Working in groups: discussing and planning a task, dividing it up into smaller questions, and sharing these out amongst themselves according to each other's strengths.</p> <p>Developing team building and a sense of responsibility, which are important skills that will be used in everyday life.</p>	<p>Asking questions about the history of maths: for example, 'What did the Egyptians and Greeks discover that we still use in maths today?'</p> <p>Using mathematics to answer valid historical/geographical and scientific questions: for example, 'What do the execution statistics tell us about the conduct and reputation of Tudor Monarch?'</p>
<b>English</b>	<p>Responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g. when responding to text through drama</p> <p>Appreciating the beauty of language, e.g., poetic language within stories and poems. Promoting resilience and responsibility through group work, presentations and investigations. Exercising imagination through creative writing.</p> <p>Discussing spirituality and religious meanings and symbols through literary texts.</p>	<p>Exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>Considering different perspectives and showing empathy.</p> <p>Expressing what it feels like to be wronged and what remedies might make things better for the injured.</p> <p>Promoting moral issues and moral dilemmas through literature texts.</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues, e.g., refugees, bullying, stereotyping, conformity, homelessness.</p> <p>Work collaboratively, e.g., as part of a dramatized response; to prepare a verbal response to an argument; to evaluate each others' work.</p> <p>Providing opportunities for learning to continue at home e.g., through homework projects;</p> <p>Providing opportunities for talk in a range of settings, to a range of audiences and for</p>	<p>Providing opportunities for pupils to engage with texts from or representing different cultures, e.g., Handa's Surprise, Meerkat Mail, Shaman's Apprentice</p> <p>Providing opportunities for pupils to engage with texts that represent a our strong literary heritage, e.g., The Hobbit, The Iron Man, William Shakespeare's Plays, Rudyard Kipling's 'just so' stories</p> <p>Providing opportunities for children to visit the theatre and experience theatrical productions. The specific study of novels, poetry and plays set in other cultures promotes cultural awareness and empathy</p>

	Allowing for insight, self-expression and the chance to walk in someone else's shoes.	Discussions about literary characters and their decisions/actions. Promoting understanding of peoples' behaviour and its consequences. Constant evaluation of lesson contributions and contributions to group work scenarios promote self-reflection and consideration.	different purposes. E.g., assemblies, performances and structured discussion. Helping pupils to explore how characters resolve conflict in literary texts enables discussions about pupils' own lives. Promoting group work, compassion and empathy skills during everyday lessons.	Teaching spoken language and analysing the language of belonging, accents, dialect etc. promote discussions about public attitudes and responses to language development.
<b>Science</b>	Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Opening up questions about the size of the universe and how it might have been formed. Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.	Offering pupils the chance to consider the wonder of the natural world e.g Year 3 Extreme Earth, Year 2 Habitats Offering pupils the chance to learn about inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Considering different perspectives and viewpoints. Developing a sense of purpose, through the ability to investigate a hypothesis, consider other view points and ethical issues, discuss their work logically and get their findings and opinions across sensibly.	Using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person e.g. safety when using electricity, or heating materials. Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes Researching the work of different scientists including chemists, naturalists and behaviourists. Finding out about the work of different scientists. Working In groups; children discuss and plan a task, divide it up into smaller questions, and share these out amongst themselves according to each other's strengths.	Asking questions about the ways in which scientific discoveries from around the world have affected our lives. Finding out about the significant work of scientists and their discoveries. Taking children on visits to different habitats and areas within the local environment. Science is constantly applied to real-life scenarios– these practical tasks give children the opportunity to understand and respect each other's cultural, spiritual and traditional practices.
<b>Art</b>	Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, the volcanoes and earthquakes. Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g., portraits of monarchs/prominent people. Promoting the process of 'reviewing and evaluating'; for example, evaluating the work of the ancients, famous artists and architects.	Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture, e.g., 2WW Exploring the environment and how art can be sensitive to its surroundings. E.g., creating temporary sculptures within a range of environments. Responses to and use of visual images, music and stories to evoke a range of emotions. Constant evaluation of lesson contributions and contributions to group work scenarios promoting self-reflection and consideration.	Sharing of resources and working collaboratively. Exploring social conflict and resolution, e.g., work inspired by war artists. Exploring art as a powerful social tool e.g., in telling a story, showing power, expressing an emotion, propaganda. Looking at different movements in art and considering how the world around them influenced artists. Pupils work independently and collaboratively to develop public and community artworks	Experiencing a wide range of creative media from around the world and from different periods of time e.g. Egyptians, Shang Dynasty By using a range of cultural stimuli for art. Developing aesthetic and critical awareness, e.g., children evaluate their work and the work of others. Looking at different movements in art and considering how the world around them influenced artists. E.g., post–World War II art; religion in art. Throughout the units of work explored children will develop their knowledge and understanding of artist's ideas.
<b>History</b>	Considering how things would be different if the course of events had been different. For example: what difference would it have made if Boudicca's revolt had been successful? What might have happened if Prince Arthur Tudor had survived?	Exploring the results of right and wrong behaviour in the past, e.g., the Blitz, the tomb of Tutankhamen. Going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'; 'What would have turned a tragedy into a triumph?'; 'What is right to?' By considering different perspectives and showing	Giving the trigger for discussions about how groups and communities organised themselves in the past. E.g., the Home Front effort. By considering questions about social structure in the past. For example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young	Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture e.g The Tudors Taking pupils on visits to heritage site, e.g. Warwick Castle. Investigating historical figures who have shaped Britain and/or left a legacy within our

	<p>Looking at local history and investigating the reasons why there are buildings from a particular age e.g. Tudor (Droitwich)</p> <p>Considering the impact that significant (or over looked) historical figures have had on the way we live now. E.g., Charles Darwin, Women in the 2WW.</p> <p>Speculating about how we mark important events from history and the people who shaped them. E.g., Why do we remember November 5th?</p> <p>Realising that distortions can take place through time and the multitude of different interpretations that can be made about one single event.</p> <p>History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them.</p> <p>Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.</p>	<p>empathy. E.g., In year 2 we ask: What was it really like to live in a castle? Is this evidence reliable?</p> <p>Considering how historical events show us how we ought to treat one another and teach us how we wouldn't want to behave to one another.</p>	<p>children? Are there people who still don't get a fair deal?</p> <p>Encouraging pupils to talk to their parents and grandparents; for example, in year 1 children ask: what was TV like when you were my age?</p> <p>Developing children's understanding as to why there might be different interpretations to events in history. For example, year 4 children consider how different people have different perspectives of the discovery of the tomb of Tutankhamen.</p>	<p>culture, e.g., King Henry, Queen Elizabeth I, Churchill</p> <p>By developing an understanding of the key events shaping British history (as specified in the National Curriculum).</p>
<b>RE</b>	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.</p> <p>Asking and responding to questions of meaning and purpose e.g. Why is it important to look after the world and others?</p> <p>Considering questions about God and evaluating truth claims.</p> <p>Exploring spiritual practices such as worship and prayer across a range of beliefs, and considering the impact of these on believers and any relevance to their own life.</p>	<p>Exploring morality including rules, teachings and commands such as The Golden Rule. The Ten Commandments compared to Jewish sacred texts about morality, and how these interlink.</p> <p>Debating moral dilemmas about right and wrong, good and bad, peace etc.</p> <p>Investigating the importance of service to others in Judaism, Hinduism and Islam.</p> <p>Exploring religious perspectives and responses to evil and suffering in the world.</p> <p>Asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur, Christian salvation story.</p> <p>Discussing issues such as people's responsibility towards the world and future generations.</p>	<p>Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence (Year groups look at how different faiths deal with these and other qualities).</p> <p>Asking questions about the social impact of religion.</p> <p>Exploring similarities and differences in religions and cultures through which pupils should begin to link religion to personal action in everyday life.</p> <p>This has also been taken further with our charity work, e.g. Genes for Jeans, Children in Need, Sport/Comic Relief, Food Banks.</p>	<p>Exploring similarities and differences between faiths and cultures.</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds</p> <p>Visits to different places of worship and visitors of different faiths</p>
<b>PE</b>	<p>Delighting in movement, particularly when pupils are able to show spontaneity e.g. creating gymnastic sequences.</p> <p>Taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p>	<p>By discussing fair play and the value of team work.</p> <p>Developing qualities of self-discipline, commitment and perseverance</p> <p>Developing positive sporting behaviours.</p>	<p>Developing a sense of belonging and self-esteem through team work</p> <p>Developing a sense of community identity through taking part in inter school events</p> <p>Celebrating sporting achievements and team results in assemblies.</p>	<p>Learning about the history of sport, and where they originate from , e.g. the origins of the Olympic games.</p> <p>Making links with national and global sporting events such as the World Cup, Invictus Games and the Olympics.</p>

	By being aware of one's own strengths and limitations	Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle.	Achieving the School Games bronze award and aspiring towards silver. By giving pupils the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and team work.	Exploring rituals surrounding sporting activities e.g. traditions, using national anthems.
<b>Geography</b>	Finding out about people in other parts of the world and the way they live, then finding similarities and differences between us. Developing an interest in our local area and how it can be improved. Inspiring awe and wonder at the natural world. Opportunities are given for reflection on the way we take care of our environment.	Considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? Recognizing what is right and wrong and acting upon this in our everyday lives. Learning about extreme environments and how animals, plants and people survive in these parts of the world. Debating Issues of justice and fairness in terms of pupils' own experiences as well as using geographical issues as contexts.	Learning about how Britain has been shaped by different groups from other parts of Europe and beyond. Exploring sustainable living and how making the right choices in terms of the type and quantity of energy we use will have a knock on effect for future generations	Celebrating the diversity in our school community and making links with other areas in the UK and other countries. Exploring cultures that have had, and still have an impact on the local area.
<b>Music</b>	Allowing pupils to show their delight and curiosity in creating their own sounds. Making links between their learning in literacy (or other curriculum area) with music being played as background e.g., painting/drawing to a piece of music, using music to create drama pieces or creative writing. By considering how music makes one feel and can 'move us' deeply and responding in dance, art and writing.	Exploring how music can convey human emotions such as sadness, joy, anger Appreciating the self-discipline required to learn a musical instrument e.g. learning to play the Ukulele.	Exploring how an orchestra works together e.g. performing together and following instructions that combine the musical elements, singing as part of a large group Discussing what would happen if musicians in a band/group didn't co-operate Appreciating how music is used in different ways in different settings e.g., for pleasure, for worship, to help people relax Singing and performing together as a whole school	Giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing, e.g., whole school singing, guitar and keyboard lessons, learning to play the Ukulele. The school employs a specialist to deliver high quality opportunities. Encouraging pupils to listen and respond to traditions from around the world. E.g., listen with concentration and understanding to a range of high-quality live and recorded music e.g., Tudor music, Greek music. Appreciating musical expression from different times and place. Learning to respect diversity in music.
<b>Computing</b>	Exploring how ideas in computing have inspired them and others. Reflecting on those situations where computers perform better than people whilst understanding the limitations of technology. Using the internet as a gateway to big life issues Providing opportunities for children to explore their creativity and imagination when developing digital products.	Exploring the moral issues surrounding the use of data, trust, copyright and plagiarism. Creating an awareness of; encouraging respect for and developing a tolerance of other people's views and opinions. Considering the benefits and potential dangers of the internet – eg learning about campaigns for charities and injustice as a force for good. Discussing the moral implications of cyber bullying and the consequences of different	Highlighting ways to stay safe when using on line services and social media Promoting good etiquette habits when using digital technologies and social media. Discussing the impact of ICT on the ways people communicate and helping pupils express themselves clearly. Encouraging collaborative learning through paired activities. Developing an appreciation for human achievement.	Teaching children how to be sensible and responsible users of technology. Developing a sense of awe and wonder at human ingenuity. Empowering pupils to apply their computing skills and knowledge to the wider curriculum. Developing an awareness of their audience when communicating in a digital environment.

	Promoting self-esteem through opportunities to present their work to others.	courses of actions in response to online scenarios		
<b>Assemblies</b>	Reflection on their own beliefs and values, and those of others	Influence of values on behaviour Respect, Tolerance, Kindness	Celebrating together	Celebration of own and others' religious and cultural traditions
<b>Languages</b>	MFL lessons are designed as very effective tools for impressing upon pupils the reality of the existence of a much bigger world around them to ponder over and to discover. This realisation impacts on and expands their range of thinking. Progress in speaking activities in MFL trains pupils to stand out from the crowd and challenges the way that they perceive their own individual identity. Activities like role plays, reading and listening to authentic materials are known to create a longing in pupils to experience the realities of life.	Many modules and topics in MFL require pupils to convey in speaking their own position regarding moral issues that arise in discussions around such topics as relationships with friends, responsibility towards the environment, pollution, etc.	Language learning helps to re-discover and develop skills which are really vital for day to day communication. The study of languages not only provides pupils with knowledge, but also broadens their abilities through the important oral and written communication skills. For these reasons, teaching and learning in languages rely heavily on collaborative approaches evidenced in pair and group work activities.	It broadens their cultural base and breeds a new sense of belongingness, which makes pupils feel as part of a new community.

## Appendix B SMSC Matrix Whole School

Categories	What we do
<p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• knowledge of, and respect for, different people's faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• RE Curriculum</li> <li>• PSHE Curriculum (British Values are embedded)</li> <li>• Weekly British Values Assemblies (SFR)</li> <li>• Visits to religious places of worship</li> <li>• Visiting speakers from different religions (e.g. Hinduism)</li> <li>• School Vision and values (respect, kindness, honesty)</li> <li>• Harvest Assembly – Contribute back to the food bank</li> <li>• Religious celebrations e.g. Diwali, Holi</li> </ul>
<p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Curriculum</li> <li>• E-Safety Curriculum</li> <li>• Behaviour Policy/Anti-bullying policy</li> <li>• Some curriculum e.g.</li> <li>• Fundraising for good causes e.g. Comic Relief, Children in Need</li> </ul>
<p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Curriculum</li> <li>• SRE Curriculum (embedded within PSHE)</li> <li>• RE Curriculum</li> <li>• E-Safety Curriculum</li> <li>• School Council</li> <li>• Pupil voice (children's views and interests taken into account when planning)</li> <li>• Barnabee The Bee – core school values (assemblies/golden ticket awards)</li> <li>• Visitors</li> </ul>



<ul style="list-style-type: none"> <li>• 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;</li> <li>• they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching acceptance of any difference</li> <li>• Safer Internet Day</li> <li>• School Trips e.g. Extreme Earth- VR Day, Think Tank (Environment), Botanical Gardens (Rainforests), Parliament, Pioneer Residential</li> </ul>
<p><b>The cultural development of pupils is shown by their (Including Cultural Capital):</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across</li> <li>• cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<ul style="list-style-type: none"> <li>• Geography Curriculum and local studies looking a local heritage and culture</li> <li>• RE and PSHE curriculum</li> <li>• Music Lessons</li> <li>• Young Voices</li> <li>• Swimming (many rivers and canals around school and the local area)</li> <li>• Most topics use an ‘experience’ to hook pupils into learning and widen their life experiences e.g.</li> <li>• Year 4 Residential – giving pupils an opportunity to stay away from home, build independence, resilience and team work</li> <li>• School Trips e.g. Birmingham Museum- Ancient Egyptians.</li> <li>• Tudor World- Tudors.</li> <li>• Visiting Sports Coaches and Sports Clubs</li> <li>• Theatre visits and visiting Theatre Companies (Pantomimes)</li> <li>• Persona Dolls (including disability dolls) – EYFS</li> </ul>