

OLD MILL PRIMARY SCHOOL

**SMSC: Spiritual, Moral, Social and Cultural
Provision and Development**



Our Vision

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. We recognise that it is essential to the academic progress of pupils at Old Mill. It doesn't happen in isolation – it saturates through the school and is linked to everything the school does, its ethos and attitude.

INTENT	IMPLEMENTATION
<p style="text-align: center;"><u>Spiritual</u></p> <p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> ● ability to be reflective about their own beliefs (religious or otherwise) and 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 	<ul style="list-style-type: none"> ● Assemblies – whole school, hymn practice, 'Going for Gold' celebrations and reflection time ● <i>Jigsaw</i> PSHE scheme ● Visits to places of worship: local churches, synagogues, mandirs, mosques, gurdwaras etc. ● 'Diwali Day' and Diwali assemblies ● Remembrance time together in class or on the playground with opportunities for pupils to sell poppies in school ● Reverend Sharon from St. Mary's Church, invited to take assemblies termly including 'Open the Book' group ● Art work ● Assembly songs containing a spiritual element ● Music (listening, appraising, exploring feelings) ● Displays around the school ● Charities: Children in Need, Comic Relief and other competitions run by pupils

Moral

The moral development of pupils is shown by their:

- 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
- understanding of the consequences of their behaviour and actions
- 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.

- Behaviour INSET
- *Jigsaw* PSHE scheme
- Assemblies
- Core values displayed around the school
- Behaviour policy/anti-bullying/equality/ uniform and dress code
- Class Expected Behaviours
- Clubs
- House points and rewards for 'expected behaviour' and clear consequences/ sanctions for 'unexpected behaviour'
- Year 6 'Warning Zone' visit
- Year 6 transition work with TECC
- School councillors nominated, regular meetings
- PSHE reflection
- Playground rewards and sanctions
- 'ECO Warriors' nominated and timetabled
- Garden duties and litter pickers
- 'Going for Gold' celebration assemblies
- British Values weaved within new curriculum
- Remembrance including Holocaust Memorial Day

Social

The social development of pupils is shown by their:

- 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
 - 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- *Jigsaw* PSHE scheme
 - School vision statement and values displayed around the school
 - Extra-curricular activities, e.g. choir, netball, football, athletics, Rock Steady
 - Community links e.g. choir at Sutton Elms Care Home
 - Sporting links with TECC
 - School council including application forms, elections, speeches, voting
 - Year 5 and 6 residential visits
 - Curriculum-based trips in every year group, plus an annual whole school visit to the pantomime in Lutterworth
 - Policies and whole school INSET to promote positive behaviour and equality
 - Parents invited into school for English and Maths lessons
 - Reading with parents in EYFS
 - School productions and shows
 - Inclusion in assemblies
 - Collaborative group work in PE, DT etc.
 - Old Mill School Association: craft fayre, elf hunt, school discos, indulgence evening etc.
 - Decorations morning – parents invited to join in
 - Charity involvement
 - Peer assessments woven throughout all subjects
 - Playground buddy systems/sports leaders/ lunch time awards
 - Sporting awards and involvement
 - Peripatetic tutors
 - Parents' Evening
 - Responsibilities given to Year 6 pupils, e.g. house captains
 - Playtime zoning (e.g. year groups strategically placed and lunch times staggered to give children the most positive experience during lunch)
 - Parental help and governor involvement welcomed into school
 - Work experience students from TECC invited into schools and ITT students welcomed and catered for
 - Reading ambassadors
 - Routes to Resilience initiative
 - Old Mill's Got Talent

Cultural

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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- 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, musical, 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 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

- *Jigsaw* PSHE scheme
- Reading and Writing Curriculum (new for 2024)
- Cultural days e.g. Diwali Day and Harvest
- Visits to places of worship linked to religions studied in year groups
- RE curriculum
- Stories from other cultures
- Multi-cultural topic boxes
- Christmas around the world
- Music from other cultures in lessons and assemblies
- Introduction to careers and aspirations in Year 6
- Black History Month
- Stephen Lawrence remembrance

IMPACT

- Every child leaves Old Mill with high aspirations of themselves
- Children leave Old Mill having developed the core values of empathy and spirituality, along with a feeling of connection to their community
- Children will have learned and practised human virtues and values such as compassion, hope, faith and forgiveness
- Children will have developed a reflective wisdom that will enable them to make appropriate choices in preparation for life in modern Britain