



Chesterton CE Primary School: Spiritual, Moral, Social and Cultural (SMSC) Learning and Opportunities

Chesterton CE Primary School promote pupils' spiritual, moral, social and cultural development through our School Values, our school ethos and by providing relevant learning opportunities within and beyond the classroom.

This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which may arise under the heading of SMSC.

What is SMSC and what does it mean?

SPIRITUAL	MORAL	SOCIAL	CULTURAL
<p>Spiritual Development involves exploring beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflecting.</p> <p>Pupils' spiritual development is shown by their:</p> <ul style="list-style-type: none"> 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 	<p>Moral Development involves recognising right and wrong; respect for the law; understanding consequences; investigating moral and ethical issues; offering reasoned views.</p> <p>Pupils' moral development is shown by their:</p> <ul style="list-style-type: none"> 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. 	<p>Social Development involves using a range of social skills; participating in the local community; appreciating diverse viewpoints; participating, volunteering and cooperating; resolving conflict; engaging with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> 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 	<p>Cultural Development involves appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understanding, accepting, respecting and celebrating diversity.</p> <p>Pupils' cultural development is shown by their:</p> <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. understanding and appreciation of the range of different cultures within school and further afield as an essential element of their

<p>world around them.</p> <ul style="list-style-type: none">• use of imagination and creativity in their learning <p>willingness to reflect on their experiences.</p>	<ul style="list-style-type: none">• 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.	<p>variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <ul style="list-style-type: none">• 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.	<p>preparation for life in modern Britain.</p> <ul style="list-style-type: none">• 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, 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.
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How do we develop SMSC at Chesterton CE Primary School?

SPIRITUAL	MORAL	SOCIAL	CULTURAL
Daily Collective worship led by member of staff or Church representatives	Daily Collective worship led by member of staff or Church representatives.	Daily Collective worship led by member of staff or Church representatives.	Daily Collective worship led by member of staff or Church representatives.
Recognition of different religious festivals through worship programme	Class Sharing Worship RE curriculum planning	Recognition of different religious festivals through worship programme.	Recognition of different religious festivals through worship programme.
Class Sharing worships	Curriculum links and projects	Class Sharing Worship	Class Sharing worship and music worships
RE curriculum planning	Christian School Values	House Points	RE curriculum planning
Christian School Values	PSHCE curriculum	Playtimes – team and group games	Recognition of different religious festivals through worship programme.
PSHCE curriculum	Class Circle time	PSHCE curriculum	Class visits to places of worship
Class Circle time	Class rules agreed, displayed and referred to in every classroom.	Class Circle time	PSHCE curriculum
Curriculum links and projects	Charity links and fundraising.	Christian School Values	Class Circle time
Playground leaders and mixed age games	Local Food Bank collection at Harvest.	Behaviour Policy	MFL curriculum
Collections at Harvest	Comic Relief and Children in Need collections.	Work of the School, Eco and Worship Council	Variety of after school clubs
Whole school Christmas, Easter and Leavers' services held at local Church.	Behaviour Policy – Traffic Lights and Going for Gold	Pupil survey	Visitors from different faiths and backgrounds
Comic Relief and Children in Need collections	Work of the School, Eco and Worship Council	Year 6 responsibilities in school	Visits from religious community figures
Visits from religious community figures	Pupil surveys	Residential visits in Y3/4 and 5/6	Curriculum links and projects
		Whole school Christmas, Easter and Leavers' services held at local Church.	Range of multi-cultural books and

<p>Visits to places of worship</p> <p>Work of the Worship Council</p> <p>Prayer Space and Spiritual Development days</p> <p>School Prayer displayed and regularly used in classes</p> <p>Class Prayers written by children and said throughout the year in class and in Collective Worship</p> <p>Good SIAMS grading (December 2013)</p>	<p>Quality of adult-child and child-child interaction involving moral issues</p>	<p>Charity links and fundraising</p> <p>Collection at Harvest.</p> <p>Comic Relief and Children in Need collections</p> <p>MacMillan Coffee Morning & Race For Life</p> <p>Families invited into school for events, (eg. Harvest lunch, Christmas carols, open afternoons)</p> <p>Classes vote for School Council members, Worship Council, Eco Council members.</p> <p>Working together across school through House events (e.g. Sports Day, House Collective Worship), Swap over days (e.g. Reading books with alternative year groups for World Book Day)</p> <p>Sports events</p> <p>Transition work – Y6 – Y7 transition days, Whole school transition day.</p> <p>Variety of after-school clubs.</p>	<p>resources in school and within school library</p> <p>Sporting events</p> <p>Music events</p>
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Chesterton CE Primary School
 Generosity Integrity Humility Compassion Respect Resilience