



Social, Moral, Spiritual and Cultural (SMSC)

## Spiritual, Moral, Social and Cultural (SMSC) development at Broomfield Primary School

At Broomfield primary School we actively promote all aspects of SMSC and have embedded these throughout our school curriculum. This allows all pupils to thrive in a supportive and highly cohesive learning community and develops them to become positive and active citizens.

Aspects of good/outstanding practice	Evidence at Broomfield
<b>SPIRITUAL</b>	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact people's lives	Regular assembly topics supported by class assemblies and Newsround. Assembly timetable recognises festivals from different religious faiths and special days. Harvest/Easter assemblies held either in school/church.
Where pupils already have religious beliefs, supporting and developing these in ways which are personal and relevant to them.	RE curriculum – allows children to develop and explore religious beliefs and values. Show and tell across the school. Celebration assembly where external achievements are shared and valued. Encouraging children to share beliefs in own class and during assemblies.
Encouraging pupils to explore and develop what animates themselves and others.	RE curriculum PSHE curriculum Global learning themes throughout school topics and assemblies.
Encouraging pupils to reflect and learn from reflection.	Whole school assemblies. Behaviour policy. Charity fundraising events RE planning.
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	RE planning and curriculum. PSHE
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	Whole school and class assemblies. Lunchtime awards linked to school values Behaviour policy. School and class Codes of Conduct. School Council meetings. Whole school values.
Promoting teaching styles which: Value pupil's questions and give them space for their own thought's ideas and concerns. Enable pupils to make connections between aspects of their learning.	Teachers are encouraged to ask varied and differentiated questions. Encouraging children's thinking time when answering questions.

Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.	
<b>MORAL</b>	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	Behaviour policy. Wide use of rewards for positive behaviour. Regular updates and reinforcements through assemblies. Star of the Week – values promoted across the school.
Promoting racial, religious and other forms of equality. Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.	In RE/History debate is used for good and bad Focus on decisions and judgements as well as moral points of view. Behaviour policy.
Developing an open and safe learning environment in which pupils can express their views and practise moral decision making.	Anti-bullying week sessions and regular assemblies that include this theme. DARE program in place Year 6. School Council supports school decision making e.g. in lunch menus/play equipment.
Rewarding expressions of moral insights and good behaviour.	Positive praise. Learning behaviours. Celebration assembly and Star of the week. Lunchtime awards.
Making an issue of breaches of agreed moral code where they arise, for example, in the press, on television and the internet as well as school.	Reinforcement in whole school and class assemblies. Recognise days such as 'Anti-bullying' and how it feels to be 'wronged'. Online safety in computing curriculum.
Recognising and respecting the codes and morals of the different cultures represented in the wider community and school.	RE planning and curriculum. PSHE
Encouraging pupils to take responsibility for their actions.	Learning behaviours across the school are consistent and reflect this. Clear consistent use of school behaviour policy.
Providing models of moral virtue through literature, humanities, sciences, arts and assemblies.	Whole school and class assemblies. In sport ensure that clean and fair play is encouraged and reinforced.
Reinforcing the school's values through images, posters and displays.	School values displayed in the entrance and on website. Displays of a high standard.

## SOCIAL

Identifying key values and principles on which the school community life is based.	Behaviour policy. Consistent whole school learning behaviours.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	Clear equality policy in place. Competitive days in sport. Community events. Harvest/Easter celebrations. Fundraising activities.
Encouraging pupils to work cooperatively.	School council. House Captains. Regular sporting events. Fundraising events. Sports Ambassadors. House Captains encouraging and rewarding others in celebration assembly.
Encouraging pupils to recognise and respect social differences and similarities.	PSHE and global themes in assemblies challenging stereotypes.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	Christmas productions across the school. Sports day Year 6 production. Enhancement/theme days. Residential experiences.
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	RE planning and curriculum. PSHE School involvement in community events. Look at moral issues through whole school and class assemblies. Sports Ambassador training. Pupil voice on selection of School council and House Captains.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	Whole school assemblies on aspirations, talents and targets.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	Democratic elections for House Captains and School Councillors. Training for Sports Ambassadors.
Providing opportunities for pupils to exercise leadership and responsibility	Sports Ambassadors. School Council choose which charities to fundraise for and involved in school change.
Providing positive and effective links with the world of work and the wider community.	Promoting parents to volunteer to support children's learning and trips. Parents invited in for curriculum activities. SCITT student involvement.

## CULTURAL

Providing opportunities for pupils to explore their own cultural assumptions and values.	Global themes in whole school and class assemblies. Challenging stereotypes.
Extending pupils' knowledge and use of cultural imagery and language.	Cultural elements in topics studied. Sharing stories from other cultures. MFL
Recognising and nurturing particular gifts and talents.	Differentiation in planning to challenge children's learning. PSHE. Opportunities for children to showcase talents in sport, music and drama.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	School Linking project Creative curriculum activities making links with other cultures. Engage in texts from other cultures in English. RE and assemblies promote different events in religious calendars. Looking at local history and how it has shaped the community. Annual theatre productions visit school Music from other cultures.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	Music and drama productions shared with wider community. Workshops for children e.g. Stone Age/Roman.
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	Displaying children's art across the school and on the website.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	Planning exciting themes linked with cultural topics.









