



Spiritual, Moral, Social and Cultural (SMSC) Development at Red Barn Primary School

SMSC development is referenced throughout Ofsted's School Inspection Handbook. At Red Barn Primary School, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Red Barn Primary School
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> Regular assembly topics for Key Stage 1 and Key Stage 2: Please see assembly timetable. Assembly timetable recognises key festivals in all religions and special days. RE curriculum using Living Difference.
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> RE Curriculum discussions. P4C Community of Enquiry. Celebration assembly where children's external activities are celebrated. Encouraging pupils to share their beliefs with their classes and during assembly.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> RE Curriculum PDL curriculum P4C sessions across both Key Stages. Global learning opportunities throughout all the topics across school.
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> Behaviour policy Classroom displays on RE theme with questions to prompt spiritual thought. Charity and fundraising events - Children in Need, Red Nose Day. Regular Collective Worship RE planning and curriculum; knowledge and response. On Tuesday assemblies, pupils encouraged to reflect on the values studied and share their thoughts.

<p>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.</p>	<ul style="list-style-type: none"> • RE planning and curriculum • PDL curriculum • Behaviour policy
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> • Explicit teaching of manners and politeness for pupils and staff. • Behaviour policy and the respect rule. • Reinforcing concepts in whole school assemblies. • Class rules across EYFS and whole school. • Young Governors; regular meetings. • Clear set of values across school.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> • Teachers are encouraged to ask varied and differentiated questions. • Encouraging pupil thinking time when answering.

M ORAL

<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> • Behaviour policy • 3 school rules • Regular updates and reinforcement in assemblies. • Whole school point system with End of Term Treat. • 6 clear learning values promoted across the school.
<p>Promoting racial, religious and other forms of equality.</p> <p>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.</p>	<ul style="list-style-type: none"> • Trips organised with religious theme studying different faiths • RE planning • Behaviour policy • Young Governors • Gardening club: consider how local environment has changed in a positive way.
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> • E Safety computing planning • Anti-bullying lessons, assemblies and awareness in PDL and during Anti-Bullying Week. • Pupil voice on website. • Young Governors make decisions on spending funds.
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> • Positive praise • Class point system • Celebration assembly • Yearly attendance awards
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> • Reinforcement in assemblies - children very clear on expectations. • Recognise days such as anti bullying. • End of Term Treat • E Safety computing planning and policy. • Respond to national events in assemblies. • When issued with a white slip, child to complete the form detailing which rule has been broken. • In PE, sports selection policy has clear code of conduct on the pitch and within school.
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> • RE planning and curriculum • PDL curriculum • Global learning opportunities in each topic.

<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> • 3 school rules • Behaviour policy with consistent rules across the school. • Class rules and expectations reinforced by class points, Sports Crew and Safety Superstars.
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> • Whole school, key stage and class assemblies – see assembly timetables. • By acknowledging the positive and negative benefits of the internet. • Visitors as part of the collective worship. • Wider opportunities in music; teaching pupils self discipline and opportunities to learn a string instrument. • In sport, make clear fair play and the shaking of hands.
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> • Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. • School values displayed and add pupil voice comments.

SOCIAL

Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> • Behaviour policy • Consistent whole school rules. • Consistent 6 learning values the school have agreed upon and promote.
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.	<ul style="list-style-type: none"> • All policies have review statement for equality and inclusion. • Competitive sports days • Community events; carol concert, church visits, Harvest and Easter celebrations, Christmas performances, singing in local places, coffee mornings, fund raising events.
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> • Young Governors • Talking partners during class discussions. • Staff training on whole class participation techniques, group work and learning partners. • Regular competitive sporting events. • Fundraising events • Playground buddies • Pupil librarians • Sports Crew • Safety Superstars
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> • PDL when challenging stereotypes. • In History, children learn about how different civilisations are organised socially.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> • Christmas productions EYFS and KS1. • Christmas carol concert KS2. • Sports day • Topic plans have enrichment and enhancement opportunities with visitors and trips. • Enhancement days where dress up / thematic creative tasks. • Creative high standard topic books. • Residential experiences in Year 6
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.	<ul style="list-style-type: none"> • RE planning and curriculum. • PDL/Citizenship curriculum. • School involvement in community events such as remembrance. • Reflected in our school rules and learning values.

Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Pupil elections and democratic vote for Young Governors. • Children write own speeches/presentation for Young Governor. • Pupil training for playground buddies, Sports Crew and Safety Superstars. • Pupil voice on selection of Young Governors.
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> • Young Governors choose how to raise money and fundraise for charities and are involved in whole school change. • Children plan further ways to improve our school • Pupils have roles in school such as pupil librarians, Sports Crew / Safety Superstars and playground buddies. Have various responsibilities.
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> • Promoting parents to support pupil's learning, including regular reading. • Club/end goals: parents invited in to work with pupils on topic tasks. • Student teachers

CULTURAL

Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> Global learning opportunities through topics; fairtrade / Brazil / rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt Sharing stories from other cultures and countries in assemblies.
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> Differentiation in planning to challenge children's learning. PDL curriculum looks at personal gifts and talents. Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music: Red Barn's Got Talent. Participation in sporting competitions and galas.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	<ul style="list-style-type: none"> Children participate in global learning opportunities each term. In literacy, engage in texts from different cultures. In RE and assemblies, children will learn about different events in various religions' calendars. Making links with global events such as the Olympics, Winter Olympics or World Cup. Looking at the local history and how different cultures have shaped it. Theatre visits
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.	<ul style="list-style-type: none"> Specialist music teacher Opportunities for musicians to perform to the school. Gallery visits and involvement in Arts projects (topic dependant).
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	<ul style="list-style-type: none"> Art displays where children's art work is show cased. Working towards Artsmark which is awarded by Arts Council for delivering a high quality arts and cultural education.

Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

- School's creative curriculum.
- Children choose their own exciting topics with cultural links and global learning elements.
- In history and science, look at how developments from around the world affect our daily life.







