



Spiritual, Moral, Social and Cultural (SMSC) Development at Sudley Infant School

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Sudley Infant 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 Sudley Infant School
SPIRITUAL	
Giving pupils opportunity to explore values and beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> • Regular assembly topics for EYFS and Key stage 1. Please see assembly diary • Assembly diary recognises key festivals in religions and special days • RE curriculum using Liverpool syllabus • Advent assembly lead by Rev Greenwood from St Anne's church • Christmas carol concert from Mossley hill choir • Nativity Christmas show EYFS and Key stage 1 • Christmas displays in corridor
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 • Show and tell throughout the school • Encouraging children to share their beliefs with their classes and during assembly • EYFS topic celebrations
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> • RE curriculum • PSHE curriculum • Decision making in assembly- e.g. Australian day for charity • School council
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> • Positive behaviour policy • Corridor display RE theme to prompt spiritual thought e.g. Joseph's coat • Charity and fundraising events- Macmillan cancer, Red Nose Day, class chosen charity • School prayer • RE planning and curriculum • Assemblies, pupils encouraged to reflect on the values studied
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.	<ul style="list-style-type: none"> • RE planning and curriculum • Rights and Responsibilities Bronze award • Fairtrade award • PSHE curriculum • Positive 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 • Positive behaviour policy rewarding mutual respect through raffle tickets and trophies. • Think Pink Behaviour book- 3,6 and 9 marks • Reinforcing concepts in whole school assemblies • Class rules across EYFS and whole school displayed in each room • Learning charter displayed in each classroom • School council; regular meetings every half term, display and discussions • Clear set of values across the 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; this is looked for on planning during work scrutiny and during lesson observations • Encouraging pupil thinking time when answering As and Bs partners • Training on assessment for learning techniques for whole class participation and effective questioning
MORAL	
<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"> • Positive behaviour policy with display in each class • Positively worded class rules • Learning charter displayed in each class • Regular updates and reinforcement in assemblies • Person of the week, star or the day, Child of the week, class certificates • Whole school raffle tickets system with class prizes
<p>Promote 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"> • International Schools Award • Trips organised with a religious theme studying different faiths • Debate their judgements and moral view points in history e.g. inequalities between Mary Seacole and Florence Nightingale • RE planning • Positive behaviour policy • School council • Eco club and gardening club consider how local environment has changed in a positive way or negative e.g. Plastic in the ocean project, big

	battery hunt.
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	<ul style="list-style-type: none"> • E Safety computing planning • Anti-bullying lessons, kindness day, assemblies and awareness in PSHE • Healthy school award • School council makes decisions on how we can make our school better and things we can improve
Rewarding expressions of moral insights and good behaviour.	<ul style="list-style-type: none"> • Positive praise • Raffle tickets. Half termly winners get trophy and gold sticker • Certificates for behaviour, attitude and listening awarded in classes each week • Person of the week assembly each Friday • Child of the week chosen by the class and recorded in each classes file • Lunchtime behaviour trophy to reward positive behaviour and box of equipment • Yearly attendance awards • Regular raffle prizes
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.	<ul style="list-style-type: none"> • Reinforcement in assemblies- children very clear on expectations • Recognise days such as anti-bullying • E-Safety Computing planning and policy • Respond to national events in assemblies • When on 6 marks in the behaviour book followed up by senior leaders
Recognising and respecting the codes and morals of different cultures represented in the school and wider community.	<ul style="list-style-type: none"> • RE planning and curriculum • PSHE planning
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> • Learning charter across the school reflects this • Positive behaviour policy • Class rules and expectations reinforced by the school council, play leaders and playtime buddies • Newsletters • Looking after the school's garden beds
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> • Whole school, EYFS, Key stage one and class assemblies • By acknowledging the positive and negative benefits of the internet • Visitors as part of collective worship including Rev Greenwood from local church • Wider opportunities in music; teaching pupils self-discipline and learning how to play the recorder in year 2

	<ul style="list-style-type: none"> • In sport, make clear fair play
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> • School mission statement displayed in the office and on the website • Classroom and corridor displays all of a high standard, reflecting the school's vision for curriculum • School values displayed and pupil voice comments and British Values • Consistent display within all classrooms with the learning charter displayed
SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> • Positive behaviour policy • Consistent school rules • Consistent use of the learning charter
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 include equality and inclusion • Clear equality policy • Competitive events; gymnastics competition in year 1, year 2 competitive sports day with another school, reception and year 1 sports day • Community events; Mossley hill choir, church visit, Easter celebrations, Christmas performances, fund raising events, charity assemblies and Remembrance Day • Stay and play sessions EYFS • Anyone but the parents morning key stage 1 • Family learning through parental talks
Encouraging pupils to work cooperatively	<ul style="list-style-type: none"> • School council • Competitive sporting events • Fundraising events • May fair, Christmas fair and Disco events • Play leaders and play time buddies (year 2) • E cadets • Enterprise projects (evidence in maths file)
Encouraging pupils to recognise and respect social differences and similarities	<ul style="list-style-type: none"> • PSHE curriculum
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 from Mossley hill church • Sports fun day internal/external • Termly topic plans have enrichment and enhancement opportunities with visitors and trips • Non-curriculum days e.g. Jan 2020- Transport • Year group discos

	<ul style="list-style-type: none"> • Year 2 film night • Creative high standard topic books
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 • PSHE curriculum • School involvement in community events such as remembrance • Reflected in our school values
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or a 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 school council • Pupil training for play leaders • Pupil voice • Participating in remembrance activities
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> • School council choose how to raise money and fundraise for charities and involved in whole school change • Pupils suggest further ways to improve our school • Pupils have roles in school such as play leader, e cadets and playtime buddies. Have various responsibilities • Year 2 children have different job role responsibilities e.g. milk, fruit, register etc
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> • Promoting parents to volunteer and support pupil's learning • Parents invited in to talk about their job roles • Parents invited in to read stories in their language if English is their second language • Student teachers
CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> • Global learning in the curriculum; fair trade/wider world week • International school award
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> • Cultural elements in topics studied: Egypt/Kenya/Australia • Links with schools abroad in Malaysia and Sweden • Sharing stories from other cultures and countries in assemblies e.g. Germany- 'The Magic Porridge Pot.' • Wider world week • Learning languages; French, Spanish and

	<p>Mandarin</p> <ul style="list-style-type: none"> • Respect for all languages
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> • Differentiation in planning to challenge pupil's learning • PSHE curriculum look at personal gifts and talents • Giving pupils opportunities to showcase their talents in various subjects including sports, drama and music
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"> • Participate in wider world week where each class studies a country • Creative thematic curriculum: Links exploited e.g in EYFS during topic on music we have a samba bamba session looking at the style of music in Brazil/South America • In literacy, engage in texts from different cultures • In RE and assemblies' children will learn about different events in various religious calendars • Making links with global events such as the Olympics, winter Olympics or the World Cup • Looking at local history and how different cultures have shaped it • EYFS and KS1 Christmas shows • Year 2 end of year show • Theatre show performances from Chaplins • Year 2 learn to play recorder • Puppet show for EYFS • After school clubs e.g. singing, chime bars and story and drama
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"> • Local artist- Ian Fennelly work with year 2 • Mr Vincent local singer and musician small concert in school • Specialist mandarin assistant teaching year 2 • Specialist Spanish and French assistants teaching EYFS and year 1 • Natural history lady- brings in animals • Circus specialist comes into teach circus skills • Victorian school experience year 1 • International school award • School links with Malaysia and Sweden • Theatre productions from Chaplins • Puppet show
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	<ul style="list-style-type: none"> • Learning environment expectations which reflect themes taught • British Value displays throughout the school

<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none">• School's creative curriculum. Plan exciting non-curriculum days• In history and science, look at how developments from around the world affect our daily life e.g. how technology has changed• Book/work scrutiny each term leaders give feedback on how we can provide more cultural opportunities within our lessons
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