

Spiritual, Moral, Social and Cultural development (SMSC)

St Alban's CE Primary School

(v01/20)

We provide a broad, balanced and stimulating curriculum within which we promote the spiritual, moral, social and cultural development of pupils, preparing them for the opportunities, challenges and responsibilities that life offers. Our work in this area has been judged as outstanding in our recent Church School Inspection (SIAMS, 2018): 'Children have an outstanding range of social, moral, spiritual and cultural experiences from which to draw and they talk convincingly about how their rich experiences help them understand how the world works. '

As a school we have agreed 'working definitions' for each area of our SMSC curriculum to enable us to have a better shared understanding of these areas and to make them more accessible to children:

- **Spiritual development:** Exploring the mysteries of life and how these guide and connect us
- **Moral development:** Recognising the difference between right and wrong
- **Social development:** Getting along with each other
- **Cultural development:** Appreciating what shapes our communities

How is the development of SMSC planned for?

There is an overlap between the different aspects of SMSC. This means that our provision will often develop pupils in more than one area. The following table identifies some of the ways in which we plan wide-ranging opportunities to promote SMSC and build a curriculum that prepares all pupils for life:

	Spiritual	Moral	Social	Cultural
Values consistently promoted, discussed and explored through worship	x	x	x	x
Pupils supported and trained to lead their own acts of worship	x	x	x	x
A range of after school clubs	x	x	x	x
Promotion of our behaviour and anti-bullying policy (including certificates and awards and class codes of conduct)	x	x	x	x
Broad, rich taught curriculum (topic led approach to learning)	x	x	x	x
Buddy system (mixed age social learning development and mentoring scheme, including learning how to be a good role model and mentor)	x	x	x	
Charity work and links (including through the House system, individual class and school charity fundraising events)	x	x	x	x
Children's performances (e.g. Music concerts to the school and local organisations, termly class worship to parents)	x		x	x
Children are encouraged to take on a variety of additional roles within the school community (for example, volunteering in the school office, applying to become an ambassador in an interest area, such as worship, values, trailblazing, sport, lunchtime, pupil librarian roles, reading buddies, house captains and school councillors)	x	x	x	x
Class spiritual tables	x	x	x	
Collective worship	x	x	x	x

	Spiritual	Moral	Social	Cultural
Educational visits	x	x	x	x
ELSA / home school link workers (1:1 support and specific interventions, including social skills, anger management, bereavement groups for example)	x	x	x	x
Promotion of a 'Growth Mindsets' approach	x			
Home school agreement		x	x	
House system, including interviews, voting and election of House Captains linked to British democratic processes (linked to behaviour rewards and charity work)		x	x	x
Links with other schools (for example sporting matches, conferences and workshops)	x	x	x	x
Marking and feedback (including self/peer evaluation and assessment; children working with peers and sometimes across age groups to evaluate learning and progress)	x		x	
Outdoor learning (Trailblazer curriculum and special projects, for example leading the Pollinator Promise national and international campaign)	x	x	x	x
PSHE curriculum	x	x	x	x
Prayer (opportunities for children's own prayers in class and through prayer box – for themselves, others and the world; prayer garden; daily class prayer routines; parent led prayer group using children's prayers, prayer station school community events)	x		x	
RE curriculum and visits (e.g. Hindu temple, St Alban's Church visits)	x	x	x	x
Residential visits (sharing sites with other schools)	x	x	x	x
School council	x	x	x	
Termly school Eucharist service (led by St Alban's clergy)	x			
Themed days/weeks/days (e.g. challenge days, Book week/day, Sports day)	x	x	x	x
Values driven school ethos: 'Inspired to make a difference in God's world with excellence and love.' Specific values of love, hope, thankfulness and compassion promoted through worship, curriculum, newsletters and daily interactions.	x	x	x	x

What is the impact of planned provision for pupils?

Spiritual

February 2018 SIAMS Inspection Outstanding judgement: *'Collective worship provides outstanding opportunities for celebration and expression, leading to profound spiritual development'.*

Moral

Lesson observations and learning walks indicate that children have a strong understanding of right and wrong, applying this readily to their own behaviour. As a result behaviour in lessons and around the school is excellent, as are relationships. In lessons children are keen to engage in discussions about moral dilemmas and issues and recognise that moral development is an important aspect of their lives. They demonstrate

high levels of engagement in charity work, often initiating fundraising activities for specific causes themselves and organising events.

'The student council is involved in significant decision making across the school, including decisions on a variety of policies and which charities to support. As a result, children support a wide range of charities. These initiatives help children to appreciate that they have social responsibility both locally and globally, which is based in Christian mission to others.' (SIAMS Report, Feb 2018)

Social

Children's behaviour across the school is excellent due to a focus on developing their social skills and abilities to work with others. Children consistently receive positive feedback from visitors to the school and adults they meet on educational visits, demonstrating their extremely good social skills with many different people and in different settings. Children can quickly form good relationships with a variety of children from other schools when they have spent time on residential visits and when they have taken part in projects and events involving a number of other schools. Children for whom social relationships are a challenge make very good progress in developing their skills through intervention and support.

'Children are developing into confident, thoughtful and highly reflective young people who show complete respect for diverse communities.' (SIAMS Report, Feb 2018)

Cultural

A large number of children participate enthusiastically in cultural pursuits and achieve very high standards, particularly in music and sport. The school has been particularly successful in competitive events such as hockey and football, and individual children have been recognised locally for their individual success in other areas such as athletics, dance, chess, boxing, acting and singing. A large number of children take up musical opportunities offered, and musicians across the school perform to a very high standard; a very large number of children join the choir each year. Many children have a personal faith and also show a keen interest in learning about the beliefs of others. Children's abilities to question individuals about their beliefs with enthusiasm and sensitivity as they progress through the school have been noted to be extremely good (e.g. Hindu Temple visit in Year 4, Y6 Interfaith conference). By the time children leave the school, they have a good understanding of the British democratic system and show a great deal of respect for the process and outcomes of elections held at school (e.g. House Captains, School Council).