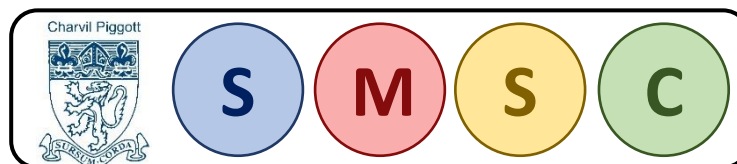


Spiritual, Moral, Social and Cultural Development





“Go and Do Likewise”



SMSC at Charvil Piggott Primary School

SMSC stands for the **spiritual, moral, social and cultural** development. It is the over-arching umbrella that encompasses **personal development** across our curriculum. At **Charvil Piggott Primary School**, we believe that the personal development of pupils spirituality, morally, socially and culturally is central to their ability to **learn and achieve**. As a school, we promote SMSC through our **School Values** and by providing relevant learning opportunities throughout the school day across the breadth of our curriculum and beyond the classroom.





What is SMSC?

	 Spiritual Development	 Moral Development	 Social Development	 Cultural Development
What is it?	<ul style="list-style-type: none"> Explore beliefs and experience Respect faiths, feelings and values Enjoy learning about oneself, others and the surrounding world Use imagination and creativity Reflect 	<ul style="list-style-type: none"> Recognise right and wrong Respect the law Understand consequences Investigate moral and ethical issues Offer reasoned views 	<ul style="list-style-type: none"> Use a range of social skills Participate in the local community Appreciate diverse viewpoints Participate, volunteer and cooperate Resolve conflict Engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance 	<ul style="list-style-type: none"> Appreciate cultural influences Appreciate the role of Britain's parliamentary system Participate in culture opportunities Understand, accept, respect and celebrate diversity

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What does it look like?

	<div style="text-align: center;">  S Spiritual Development </div>	<div style="text-align: center;">  M Moral Development </div>	<div style="text-align: center;">  S Social Development </div>	<div style="text-align: center;">  C Cultural Development </div>
What does it look like?	<p>Our children’s 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 • interest in and respect for different people’s faiths, feelings and values. • sense of enjoyment and fascination in learning about themselves, others and the world around them. • use of imagination and creativity in their learning willingness to reflect on their experiences. 	<p>Our children’s 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. • 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>Our children’s 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 children, including those from different religious, ethnic and socioeconomic backgrounds. • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • 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>Our children’s 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. • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values. • 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

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How we develop SMSC at Charil Piggott Primary School





	 Spiritual Development	 Moral Development	 Social Development	 Cultural Development
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Spiritual, Moral, Social and Cultural Development

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WHOLE SCHOOL	<ul style="list-style-type: none"> • Daily Collective worship • Recognition of different religious festivals through dedicated assemblies • Welly Wednesday – promoting love of the world • Promote an awareness of different cultures through Religious Education and PSHE lessons. • School Values • Worship Leaders • Values Days 3 x annually • Food collection at Harvest • Christmas Carol service held in hall • Provide reading material that develops understanding of different cultures. • Provide curriculum enrichment opportunities throughout children’s time at Charvil Piggott Primary School • Comic Relief, Children in Need and other charity collections • Visits from Youth Minister and Youth and Children’s Minister for Collective Worship • Visit from other Faith leaders • Encourage reflection in all aspects of our learning using Windows Mirrors and Doors • Follow our bespoke curriculum that draws on a sense of wonder and fascination about the world around them 	<ul style="list-style-type: none"> • Daily Collective worship • School Values • Weekly celebration assemblies to celebrate School Values • PSHE curriculum • Values Days 3 x annually • Fundraising for charities through our School Council • Topical charity collections including Harvest food collection, Comic Relief and Children in Need • Behaviour Policy – Linked to the School Values • Pupil surveys • Quality of adult-child and child-child interaction involving moral issues • Anti-bullying week – celebrates our differences 	<ul style="list-style-type: none"> • Daily Collective worship • House Points to reward behaviour that follows our School Values • Behaviour Policy – Linked to the School Values • PSHE curriculum • School and Eco Councils • Worship Leaders • Kindness Ambassadors • Pupil surveys • Year 6 responsibilities in school • Residential visits in Y6 • Charity links and fundraising • Collection at Harvest. • Curriculum enrichment promotes social development • Families invited into school for events, (e.g. Love to Learn, Productions, Dance and Music Show Cases) • Choir performances ie My Cancer My Choices garden party • Robust transition between key year groups, including Y6 – Y7 • Classes vote for School Council • Sports events • Variety of before and after-school clubs • Themed days and Week promote working together • Explicit teaching of E-safety, including how to treat others online • Sports Week 	<ul style="list-style-type: none"> • Daily Collective worship • Variety of before and after-school clubs • Range of multi-cultural books and resources in school and within school library • Range of cultures recognised and celebrated through our bespoke curriculum • Music events, including the choir performing at the Hexagon Theatre and other local events • Developed a curriculum that allows children to understand and discuss different communities and cultures • World Book Day, book fair • Black History Month
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Spiritual, Moral, Social and Cultural Development “Go and Do Likewise”

	 Spiritual Development	 Moral Development	 Social Development	 Cultural Development
Writing	<ul style="list-style-type: none"> • Allowing time to be spent imagining and reflecting on setting, characters and feelings • Opening up pupil’s thinking through a variety of question styles, both verbal and written • Opening up possibilities of worlds other than their own 	<ul style="list-style-type: none"> • Encouraging children to consider different perspectives of characters within texts • By writing about key figures who have influenced our world by standing up for what they believe in 	<ul style="list-style-type: none"> • Encouraging children to discuss co-operatively and share their ideas and opinions, emphasising that all opinions are valid • Fostering a sense of community within the school reading environments • Speaking, listening and oracy activities during whole class English sessions • Books that encourage children to recognise and respect social differences and similarities 	<ul style="list-style-type: none"> • By providing opportunities for pupils to engage with texts (both fiction and non-fiction) from different cultures and countries • Texts which challenge cultural stereotypes ie Year 4 She Shoots She Scores
Reading	<ul style="list-style-type: none"> • Allowing time to be spent imagining and reflecting on setting, characters and feelings • Opening up pupil’s thinking through a variety of question styles, both verbal and written • Opening up possibilities of worlds other than their own. 	<ul style="list-style-type: none"> • By reading about key figures who have influenced our world by standing up for what they believe in • Encouraging children to consider different perspectives of characters within texts • Character education text included for each year group 	<ul style="list-style-type: none"> • Encouraging children to discuss co-operatively and share their ideas and opinions, emphasising that all opinions are valid • Fostering a sense of community within the school reading environments • Speaking, listening and oracy activities during whole class reading sessions • Books that encourage children to recognise and respect social differences and similarities. • Character education text included for each year group 	<ul style="list-style-type: none"> • By providing opportunities for pupils to engage with texts (both fiction and non-fiction) from different cultures and countries • Texts which challenge cultural stereotypes ie Year 4 She Shoots She Scores

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Mathematics	<ul style="list-style-type: none"> • Children are given opportunities to develop deep thinking and an ability to question the way in which the world works promotes the spiritual growth of students. 	<ul style="list-style-type: none"> • Children are provided with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. This can be in other subjects too such as geography or history. 	<ul style="list-style-type: none"> • Mathematics supports social development through verbal reasoning • Children encouraged to work together not only to complete problem solving but also to support in each other’s learning. • Reasoning opportunities are given in order for children to develop their oracy skills. • Children are encouraged to build upon the reasoning and justification from their peers in a respectful and thought-provoking manner. 	<ul style="list-style-type: none"> • Mathematics is a universal language with a myriad of cultural inputs throughout the ages. • Links to numbers, how they work and numerical patterns – including Roman Numerals.
Science	<p>Learning about the world around them through studying and appreciating the beauty of nature</p> <ul style="list-style-type: none"> • the awe of the scale of living things from the smallest microorganisms to the largest tree • the complexity of living things • the wonder of the extent of geological time • the structure of the solar system <p><i>Sometimes science and spiritual ideas do cause conflict, for example when it comes to the theory of evolution covered in Year 6, but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward.</i></p>	<ul style="list-style-type: none"> • Moral development in Science occurs when pupils are encouraged to have an open mind to the ideas of others and to draw conclusions based on evidence rather than personal views. 	<ul style="list-style-type: none"> • Children encouraged to show respect for other people’s ideas. • Developing social skills through group and practical work. • Considering the safety of others during practical work. • Considering the effects of Science on their lives. • Our Developing Experts Scheme of learning helps children consider science careers • Considering the health issues linked to smoking, poor diet and lack of exercise. 	<ul style="list-style-type: none"> • Making links with discoveries in the past and work being carried out for our future • Realising that science is a link between past eras and the modern world • Understanding that science is continually developing and that new discoveries are being made all the time, by men and women across the world in different countries and cultures.

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Computing	<ul style="list-style-type: none"> • Experience admiration and respect for their peers’ work when they see the level of achievement and progress • Provide opportunities for reflection of awe and wonder about the achievements of technology today and possibilities for the future. Pupils have the opportunity to reflect on how technology can sometimes perform better in certain activities than people. 	<ul style="list-style-type: none"> • Consider the use of technology (social networking, cyber bullying etc.) and its impact on their themselves and others • Consider moral and other implications of sharing information online • 	<ul style="list-style-type: none"> • Develop skills so that they are able to express themselves clearly and communicate with others safely and appropriately online 	<ul style="list-style-type: none"> • Encouraging pupils to develop and explore their problem-solving skills by empowering them to apply their Computing skills and to gain knowledge of how programming links between subjects, for example in maths. • Exploring how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly and at all times.
History	<ul style="list-style-type: none"> • Fostering the mystery of how and why the past happened and their many causes. • Allowing pupils to see the similarities between people now and in the past and bring them alive through primary and secondary sources, artefacts, visits and visitors. • Helping children to realise the significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events. 	<ul style="list-style-type: none"> • Children questioning the moral codes of different societies. • Exploring the different living conditions experienced by different people in the past and the fairness of how people lived 	<ul style="list-style-type: none"> • Encouraging pupils to think about what past societies have contributed to our culture today. • The study of social issues is a common theme in History lessons. • Exploring the similarities and contracts between past and present societies and be made aware of how, in the main, we are fortunate to live in the ‘modern world’. 	<ul style="list-style-type: none"> • Developing a better understanding of our multicultural society through studying links between local, British, European and world history.
Geography	<ul style="list-style-type: none"> • The opportunity to study people, including where they live and their relationship with different environments. • Provide children with opportunities to reflect on their own values and beliefs of others. • Explore what it would be like to live in different environments to their own, or to be a victim of a natural disaster. • Explore their feelings about the people, places and cultures that they are learning about. 	<ul style="list-style-type: none"> • Conduct investigations and debate, considering different viewpoints. • Children develop the knowledge, skills, understanding and attitudes they need in order to make responsible moral decisions and act on them. 	<ul style="list-style-type: none"> • Fieldwork and classroom opportunities will allow children to enhance their social development skills by acquiring and understanding of the rights and responsibilities of being a member of a family as well as a member of a community, along with the ability to relate and sympathise with others. 	<ul style="list-style-type: none"> • Place knowledge is an essential part of geography. If children understand the features and characteristics of their local area, they can begin to understand why it is like that and contrast it with other places (both locally and abroad).

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Art	<ul style="list-style-type: none"> • In Art and Design, the work of children becomes a spiritual encounter as it develops from the initial learning of skills. • Children are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. • Develop admiration and respect for their peers’ work when they see the level of achievement and progress. • Understand that a high standard of work does not happen immediately but requires endurance. • Their interpretation of objects, emotions and development of their own unique style is encouraged throughout the curriculum. • The opportunity to reflect on their surroundings and nature also helps to develop pupils’ spirituality. 	<ul style="list-style-type: none"> • Opportunities to discuss and debate pieces of art, their meanings and how moral issues are portrayed through them. • Developing mutual respect and the consideration for others’ work. • Encouraged to show compassion when assessing the work of others through Assessment for Learning activities, understanding how their comments can build up or diminish another’s self-belief. 	<ul style="list-style-type: none"> • The celebration of pupils’ work throughout the school and community. • Work on art themes to develop their understanding. • Art and Design frequently requires all pupils to work in pairs, groups or teams. 	<ul style="list-style-type: none"> • The investigation and appreciation of how other countries, cultures, religion and beliefs influence art pieces, movements and genres. • Examining responses to art dependent on culture, background and understanding of issues that may have led to the piece of art. • The appreciation of the children’s community, neighbourhood and culture is pivotal to cultural development in art as well as their respect and appreciation of diversity.
DT	<ul style="list-style-type: none"> • The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. • It challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. • Children encouraged to reflect on how their learning has helped them develops through Windows Mirrors and Doors model for end of unit assessment 	<ul style="list-style-type: none"> • Focusing upon the moral dilemmas raised in designing and making new products. • Understand the wider impacts on the environment when designing and making new products • Consider carefully the materials and components they will use when designing and making 	<ul style="list-style-type: none"> • Focus on self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. • Develop the ability to work with other and to accept each other’s unique personality. • Encourage effective conversations about the work we do through self and peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes. 	<ul style="list-style-type: none"> • Cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which DT can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.

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Music	<ul style="list-style-type: none"> • develop a sense of enjoyment of and reflect on a variety of music • understand how music can raise emotions and explore the range of feelings it can invoke • use imagination in group work, composing and listening • seek to understand how music reflects their own the beliefs of others, and can promote self-identity • reflect on their work through self-evaluation • where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment. 	<ul style="list-style-type: none"> • develop respect for others’ opinions and creations • express their own opinions of the work of others with a justification for their view • where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this • where pupils present their own work we ensure fair and objective assessment and evaluation of their work • exercise responsibility in the choices and decisions they and others make as part of the creative process • value their own and others` work • respect music in all cultures including in other countries and our own 	<ul style="list-style-type: none"> • pupils are given opportunities to work independently and collaboratively to develop musical projects • pupils’ successes (both in and out of school) are celebrated • pupils develop a sense of pride in performing as part of the school community, independently or as part of a group • Whole class musical instrument units culminating in performance developing a sense of social integration • interpersonal skills that allow students to form successful relationships and to become a positive team member • recognise the need for different roles in group performances 	<ul style="list-style-type: none"> • develop respect of musical diversity • respect and develop an understanding of the musical heritage of different cultures, beliefs and religions • learn to play music from other cultures, beliefs and religions and develop knowledge and understanding of different meanings and patterns
MFL	<ul style="list-style-type: none"> • Working together as a class to learn a new language. • Pupils have some opportunity to reflect on religious beliefs and practices in different countries through lessons which link to the time of year (e.g. Christmas and Easter) which are religious in origin. • We also aim to include an element of ‘awe and wonder’ through sharing amazing facts about language and languages where relevant in lessons. 	<ul style="list-style-type: none"> • Supporting each other’s learning in lessons. • Working in pairs and groups. • Respecting the language of French and its differences to English. • Listening and responding to teacher and peer feedback. • Promoting trust with peers through paired and group work (e.g. conversations). 	<ul style="list-style-type: none"> • Having opportunities to reflect on cultural differences between the UK and France (e.g. food). • Pupils showing humility when working in groups, and compassion when doing Peer Assessment. • Pupils working to help each other learn and complete tasks such as dialogues. • Pupils having regular opportunities to develop their communication and listening skills, working in different groupings and the subject teacher ensuring that all contributions are valued and respected. 	<ul style="list-style-type: none"> • Encouraging pupils to reflect upon aspects of their own and other cultural environments. • Pupils being given opportunities to work with authentic materials from countries where French is spoken (e.g. listening to native speakers on videos, and being exposed to French children’s books). • Getting pupils to consider their own culture and compare it with the French culture. • Given that some topics are presented in the context of France as a country, not only do they lend themselves to cultural development, but also spiritual development given the commonality of human experience.

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PSHE	<ul style="list-style-type: none"> • Exploring beliefs and experience; respecting faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; using imagination and creativity; reflecting. • Use of Window, Mirrors and Doors as assessment vehicle to encourage self-reflection 	<ul style="list-style-type: none"> • Recognising right and wrong; respecting the law; understanding consequences; investigating moral and ethical issues; offering reasoned views. 	<ul style="list-style-type: none"> • Using a range of social skills; educational visits; appreciating diverse viewpoints and respecting the opinions/views of others; participating, volunteering and cooperating; resolving conflict; engaging with the ‘British Values’ of democracy, the rule of law, liberty, respect and tolerance. 	<ul style="list-style-type: none"> • Appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understanding, accepting, respecting and celebrating diversity.
Religious Education	<ul style="list-style-type: none"> • We help children to enhance their own spiritual development through reflection of values, beliefs and experiences and encourage them to develop their own beliefs and to express their feelings and emotions in their learning. • Specific units are built in to encourage the tackling of life’s big questions such as “Is anything ever eternal?” 	<ul style="list-style-type: none"> • Moral development in Religious Education allows children the ability to recognise the difference between right and wrong. Children are given the opportunity to explore different ethical issues and moral values, including through stories, and to apply their own understanding to these. Children will learn to empathise and to understand the consequences of their own and others’ actions. 	<ul style="list-style-type: none"> • The experiences we give to our children through the teaching of Religious Education will develop their sense of identity and belonging. This will prepare children for life in an increasingly diverse society. Children will be given opportunities to explore different communities and to understand the rights and responsibilities of different members. 	<ul style="list-style-type: none"> • Religious Education allows pupils to have an awareness and understanding of a range of beliefs and practices in the community and the wider world. Children will develop a respect for cultural diversity and be encouraged to both understand and celebrate diversity.
PE	<ul style="list-style-type: none"> • Working together as a team • Respecting others options when producing dance routines • Creating and developing attacking and defensive tactics • Constructively critiquing their own and peer performances • Questioning pupils throughout lessons 	<ul style="list-style-type: none"> • Promote fair play and team work in lessons • Encourage good sportsmanship • Respect the equipment we are using • Listening to teacher and peer feedback • Promote trust with peers through team building activities 	<ul style="list-style-type: none"> • Creating a sense of community in lessons and extra-curricular activities. • Encourage pupils to recognise and respect social differences and similarities • Celebrate success both in and out of school • Promoting team work throughout lessons 	<ul style="list-style-type: none"> • Gaining an understanding of different sports • Specific inclusion units where children have the opportunity to learn boccia, goalball and kurling • Use of international examples of different athletes and their achievements