



Provision for Spiritual, Moral, Social and Cultural (SMSC) Education

Spiritual Education

Pupils' spiritual development is shown by;	Provision	Evidence
Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in, and respect for different people's faiths, feelings and values.	<ul style="list-style-type: none">• Assemblies• Visits to local churches• PSHE lessons• RE curriculum• Remembrance Day celebrations• Visits of different faiths• Involvement in community celebrations.	<ul style="list-style-type: none">• Curriculum overviews• Planning files• Scrutiny of children's work• EYFS Learning journals• Classroom and corridor displays• Annual calendar of events• Discussion with pupils.
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	<ul style="list-style-type: none">• Assemblies• PSHE lessons• Geography, History and RE curriculum• Local area and wider visits• Residential trips in Y5&6• Enrichment activities• School vision statement and code of conduct.	
Use of imagination and creativity in their learning.	<ul style="list-style-type: none">• Curriculum mapping• Class assemblies• Drama and role play• EYFS- Child initiated activities.•	
Willingness to reflect on their experiences.	<ul style="list-style-type: none">• Reviewing special occasions and experiences• PSHE• Class and whole school assemblies• SEAL curriculum.	

Moral Education

Pupils' moral development is shown by;	Provision	Evidence
Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and respect the criminal and civil law of England.	<ul style="list-style-type: none"> • Behaviour policy-consistent and clear expectations and rewards and sanctions applied fairly • Agreed non-negotiables • School council elected by peers, representing their own classes • Head Boy/Head Girl – lead students leading by example and setting standards • PSHE curriculum • Visitors to school – community police, lifeguards, fire service etc. 	<ul style="list-style-type: none"> • Behaviour policy and school code of conduct • Agreed non-negotiables • Curriculum maps and planning files • School council minutes • Behaviour plans and targets for some individual children • Scrutiny of children's work and EYFS learning journals • Observations of children around school and on the playground
Understanding the consequences of their behaviour and actions.	<ul style="list-style-type: none"> • Assemblies • PSHE lessons • Class discussions and liaising with School Council members • Whole school fundraising and charity support e.g. Shoebox appeal, Macmillan coffee morning, Children in Need etc. • Curriculum work e.g. recycling, pollution, looking after our environment • Working within our local environment e.g. litter picks. 	<ul style="list-style-type: none"> • Assemblies.
Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate other people's viewpoints.	<ul style="list-style-type: none"> • Curriculum topics where children are expected to contribute their thoughts and opinions • School Council • PSHE and RE lessons. 	

Social Education

Pupils' social development is shown by;	Provision	Evidence
Use of a range of social skills in different contexts including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	<ul style="list-style-type: none"> • All classes include children from a wide range of socio-economic backgrounds. All children work and socialise with each other in a fully integrated and inclusive setting. • Participation in inter and intra school sporting opportunities • Curriculum topics • EYFS – role play opportunities • Residential trips to Derwent Hill for Y5/6 pupils. 	<ul style="list-style-type: none"> • School vision statement • Curriculum maps and planning files • Scrutiny of children's work • Photos from trips and events • Assemblies • Annual calendar of events • Displays around classrooms and corridors.
Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.	<ul style="list-style-type: none"> • Participation in class assemblies and celebrations • Whole school fundraising and charity support e.g. Shoebox appeal, Macmillan coffee morning, Children in Need etc. • Choir – singing at local venues • Curriculum work e.g. recycling, pollution, looking after our environment • Older pupils take on roles of responsibility within school • School Council – pupil voice • Playground buddies • Working within our local environment e.g. litter picks • Head pupils take responsibility for showing visitors around our school. 	
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.	<ul style="list-style-type: none"> • Whole school assemblies • Voting for peer representatives on school council • RE & PSHE curriculums teach about different faiths and cultures and the importance of listening to and respecting the views of others. • Children were involved in the writing of school non-negotiables. 	

Cultural Education

Pupils' cultural development is shown by;	Provision	Evidence
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.	<ul style="list-style-type: none"> • History curriculum i.e. Saxons, Vikings, WW2, Famous people etc. • Cross curricular links • Observance of major events i.e. Olympics, Remembrance, Royal weddings etc. • Celebration of historic key events i.e. Guy Fawkes, St Georges Day as well as local legends – Lambton Worm, Cald lad of Hylton. 	<ul style="list-style-type: none"> • Curriculum maps and plans • Scrutiny of children's work and EYFS learning journals • Annual calendar events • Displays around classes and corridors.
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.	<ul style="list-style-type: none"> • Use of parents and visitors to school • RE lessons • Celebration of a range of events from other cultures • PE lessons – dance • School voting system for school council members. 	
Willingness to participate and respond positively to artistic, sporting and cultural activities.	<ul style="list-style-type: none"> • Inter and intra school sporting activities • Annual sports day • Cultural events i.e. Lions of Zulu • Church visits • Participation in celebrations and commemorations. 	
Interest in exploring and showing respect for different faiths and cultural diversity improving understanding of and showing tolerance towards different religious, ethnic and socio economic groups.	<ul style="list-style-type: none"> • Opportunities throughout the curriculum e.g. literacy, history, geography, RE, music, art and dance. • School assemblies. 	