



Swallowfield Primary

How we Promote SMSC in our School



Spiritual Development	Moral Development	Social Development	Cultural Development
<p>RE Assemblies A sense of awe, wonder and mystery- being inspired by the natural world</p> <p>Spiritual development is fundamental to other areas of learning. It aids curiosity, imagination, insight, intuition and questioning.</p> <p>Spirituality will aid the development of beliefs, attitudes and values which guide and motivate and ones will that influence them in their own lives. It develops an understanding of feelings and emotions which support reflection and learning. Through spirituality we develop an awareness of ourselves; our thoughts, feelings, emotions, responsibilities and experiences. We have a growing understanding and acceptance of individual identity and an ability to build up relationships with others.</p>	<p>RE ‘Values based Education’ Behaviour Policy School Ethos Charitable Projects</p> <p>This focusses on the self, relationships, society and the environment.</p> <p>This is about developing a framework of moral values which regulate personal behaviour. It is also about pupil’s understanding of society’s shared and agreed values. Moral development is about gaining an understanding of the range of views. It is also about developing an opinion about these different views.</p>	<p>PSHE ‘Values based Education’ Pupil Voice provision- School Parliament Nurture Groups</p> <p>This reflects how the school promotes opportunities for our pupils to work effectively with each other and participate successfully in the community. It involves the inter-personal skills for successful relationships and the development of skills and personal qualities necessary for living and working together. It also involves the understanding of society and the qualities needed for living in a multi-cultural society. Roles and responsibilities and life as a citizen in a community.</p>	<p>Equality Access to the Arts MFL International Schools Award</p> <p>This is how the school develops pupil’s understanding and respect of cultures, including their own, and rejects discrimination based on difference. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures.</p>

Spiritual Development How is it evidenced?	Moral Development How is it evidenced?	Social Development How is it evidenced?	Cultural Development How is it evidenced?
<ul style="list-style-type: none"> - Multi faith RE Curriculum - Whole school assemblies and school values - Outdoor learning - Residential visits - Harvest festival/other religious celebrations Jigsaw-PSHE Programme -Values based Education - Nurture/support groups - Singing assemblies - Opportunities to reflect on their experiences - Visits to places of worship -Through the curriculum and through topics 	<ul style="list-style-type: none"> - RE Curriculum - Age appropriate responsibilities - Circle Time in PSHE - Anti- Bullying week - Whole school assemblies and Values based assemblies - Voice of the Child -Value of the half term - Class Monitors - School Parliament - Singing in the local Community - Charity appeals - PSHE Curriculum - After school clubs - Class rules. - Awards - Personal behaviour targets - Nurture groups-strong emphasis on social and moral development -Opportunities for debating, decision making 	<ul style="list-style-type: none"> -Residential to PGL (Year 4) -Residential to Normandy in France (Year 6) Circle Time - School Parliament Eco-Committee - After school clubs such as singing, French, football, art & craft, science etc. - School visits across each year group - Values based Education - Learning Support nurture group - Transition visits - Charity support, - Extending community links-‘Love Woburn Sands’ - Peer support - Buddy reading - Residential visits - School productions - Year 4 Sports Leaders - Sports Days - RE Curriculum -The curriculum; PSHE, SRE 	<ul style="list-style-type: none"> - Art Week - Curriculum opportunities - Visits from MK Art Gallery - Art and Music events - Book Days/Week - Musical Performances - Theatre visits and trips - School trips to museums - Opportunities to take part in school productions/performance - Cultural Celebration Days - Anti-Bullying week - Visits from people from different Cultures and backgrounds - MFL in school - Sports Days/Week -Street Dance -Curriculum links to topics

Spiritual Development Intended impact on pupils:	Moral Development Intended impact on pupils:	Social Development Intended impact on pupils:	Cultural Development Intended impact on pupils:
<ul style="list-style-type: none"> - Children show empathy and an ability to reflect on their own and others' achievements. - There is an increased ability for them to empathise with others and see beyond the self. - Children have a first-hand experience of places of religious worship. - Children have a respect for themselves and others. - Children have an awareness and understanding of their own and other's beliefs. - Children can express themselves through a range of curriculum areas; art, music, literature. - Children can control their emotions and feelings. 	<ul style="list-style-type: none"> - Children have more confidence in themselves and in their community. - They are able to give reasons for things being right and wrong. - Children look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively. - Children have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong. - Children enjoy celebrating others achievements and have opportunities to feel proud of themselves and others. - They value their environment as a source for wonder and inspiration. 	<ul style="list-style-type: none"> - Children are able to socialise with a wide range of people and with other children. - We receive positive comments from the community when we go on trips and when we receive visitors. - Children build relationships and friendships. - Close knit school community. - Widening of pupil horizons. - Children feel they have a say in their school. - Children exercise responsibility and develop leadership skills. 	<ul style="list-style-type: none"> - Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school. - Children have an understanding of a world outside their own. - Children feel they have opportunities to show their diverse talents and feel valued for this. - Older children begin to understand how cultures grow and develop.