



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1*

## SMSC Policy

Spiritual, Moral, Cultural Education

### Aims:

Everything we do at Pattishall CE Primary School is done with love and centres around developing the whole child, in preparation for the next step in their education.

When planning a carefully crafted curriculum, we take into account - and actively plan for - the children's spiritual, moral, social and cultural development: providing experiences that deepen their understanding, tolerance, respect, knowledge and self-awareness.

### Definitions:

- Fostering a child's spiritual development means, for us at Pattishall CE Primary, enabling them to find a sense of peace. Giving them time to ground themselves and experience awe and wonder in the natural world.
- Moral education is the instilling of core values and the development of critical thought; shaping citizens with a strong moral compass – a clear understanding of right and wrong.
- Social development is taking into consideration the opinions and feelings of others and communicating appropriately. Working together and cooperating. Applying core values and seeking social justice.
- Cultural education provides children with opportunities to gain *cultural capital* - learning from the best that has been thought and said - across the globe, from a wide range of cultures, religions and communities; giving our pupils tolerance, hope and aspiration.

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## **Knowledge, skills and wisdom**

We recognise that 'knowledge' is available readily in this modern era; so whilst we do gather information and learn about key dates, people and places, our main focus is on the skills we develop and the wisdom gleaned from the best that has been thought and said across the globe. The knowledge, skills and wisdom within reading and writing are recognised in all subjects.

Underpinning this are our golden threads that permeate our curriculum.

### **The golden threads of our curriculum development are:**

- *Cultural DIVERSITY* - learning **about and from other cultures**, faiths and communities; whilst celebrating and nurturing our farming roots and our history as part of the village community - using **wisdom to inform action**.
- *WISDOM: Learning from the past and the world of fiction* - Putting **reading** the heart of the school and the curriculum: if children can read by age 6, they will have a more developed working memory and will therefore find following instructions and sequencing tasks much easier as they travel through school.
- *ENQUIRY* – developing a curriculum that ensures that children ask big questions and challenge what they are told.

Ensure that **all** learners make good progress across the whole curriculum.

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Provide children with opportunities to gain *cultural capital* - learning from the best that has been thought and said - across the globe; giving our pupils **hope** and **aspiration**.

1 Corinthians 16: 13-14. Love is our core value - we use **nurture** and natural consequences. We believe in helping as many children as we can to be in the right emotional place to access a curriculum that will set them up for the next stage.

		What the school are doing	What the children are doing	Opportunities in the curriculum	Next steps
S	Statement of spirituality: <b>finding a sense of peace. Taking time to ground yourself in the natural world. The awe, wonder and connection we gain from special people,</b>	In September 2018, we re-vised and set associated values.  <i>It is our mission to build a happy, safe learning environment; where whoever you are, wherever you're from and whatever your starting point, we will nurture you, love you and work with you – so that you leave us knowing that you</i>	The pupils develop a sense of belonging here.  They work together co-operatively in school and out of school.  They are advocates for our school when out and about.  Our children reflect our values.	School Council: feeling valued; having a sense of belonging; having a voice; being able to create reflective spaces to develop spirituality.  Christian festivals: Prayer Stations Harvest Remembrance	<b>Develop whole school areas for reflection.</b>  Establish the new role of SIAMS / RE Governor  Roll out P4C  <b>Build in time for daily reflection in class time – daily prayer / quiet time (led by teacher / children).</b>

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	<p><b>moments, places and the sense of a greater power or force.</b></p> <p>Please refer to our separate Spirituality Policy, where further curriculum opportunities are cited, as we believe that instilling that sense of peace and connection with the world is so important.</p>	<p><i>can change the world, as we grow together in God's love.</i></p> <p>Our strap line and logo are: <i>Growing together – in God's love...</i></p> <p>Thoughtfulness Perseverance with courage Kindness Co-operation Respectfulness But above all, love</p> <p>We have daily, whole school, value-centred Collective Worship. The Church, Methodist Chapel, Lighthouse Trust, children and SLT all play their part in leading worship.</p>	<p>Our children feel valued and loved.</p>	<p>PSHE scheme – Jigsaw incorporates SMSC</p> <p>Mindfulness and well-being have high priority: well-being Wednesday, including class ELSA</p> <p>Residential visits</p> <p>EYFS visit to see the lambs</p> <p>Year 5 hatching the guinea fowl</p> <p>Year 6 school chickens</p> <p>EYFS – butterflies</p> <p>Outdoor learning: walks / sketching / planting</p>	<p><i>Updated May 2021</i></p> <p><i>Lockdowns have lead to some of the actions being paused until we were all back in together – these are highlighted in amber.</i></p>
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		<p>Our ethos is led by our theology (1 Corinthians 16: 13-14) - Let everything be done in love.</p> <p>We are a TAMHs Silver school, going for gold in 2020.</p> <p>We have a designated ELSA who ensures that vulnerable children have time and space to reflect and grow.</p>		Reflection time in Collective Worship	
M	<p>Statement of morality: <b>moral education is the instilling of core values and the development of critical thought; shaping citizens with a strong moral compass – a clear</b></p>	<p>Collective worship Assemblies PSHE Behaviour Policy – thinking time, letters of apology School council Engaging with charities Nurture provision and ethos</p>	<p>Our children are well behaved and understand the difference between right and wrong. They are able to reflect and apologise when mistakes are made. Our children have a strong sense of moral justice and</p>	<p>School Council: co-operation, democracy, pupil voice PSHE RE Nurture work Chimp Book</p>	<p>More child led collective worship and assembly based on what they are passionate about.</p> <p>Embedding of P4C across the curriculum</p>

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	<b>understanding of right and wrong.</b>	Wisdom gained through History (curriculum intent) Teaching of RE – tolerance of other religions.	courageous advocacy: e.g.: Australia Day for the bush fires and floods. Class Charter leading to child led consequences. Reflecting on their behaviour. Taking responsibility for charitable events e.g.: Holly’s scrunchies for Mighty Max. Fundraising for local, national and international charities.		Redesigning the Behaviour Policy with the children  Updated May 2021
S	Statement of social development: <b>taking into consideration the opinions and feelings of others and</b>	Team sports including competitions Weekly PSHE – including Relationships RSE Picture News Assembly Class parties at Christmas Group work in class	Playing sports – communication and teamwork Sports Crew Prefects Y6/Reception buddies Organising events – community (Produce	PSHE RSE P4C PE History – wisdom gleaned from famous people who have	Embedding of P4C  Focus on communication when working in groups in class – set the guidelines for active listening. Following lockdown, more work has been done

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	<p><b>communicating appropriately.</b></p> <p><b>Working together and cooperating.</b></p> <p><b>Applying core values and seeking social justice.</b></p>	<p>Playtimes</p> <p>Play Leaders</p> <p>Rainbow Club</p> <p>Residentials</p> <p>P4C – critical thinking and discussion</p> <p>Lego Therapy and Play Buddies as interventions for children who struggle</p>	<p>Show, Carnival, Picnic in the Park)</p> <p>Leading Collective Worship</p> <p>Learning how to socialise and friendship rules through daily interaction and mediation.</p>	<p>changed the world through philanthropy</p> <p>Partner and group work across the curriculum</p>	<p>around vocabulary and listening. This is an ongoing target.</p> <p>Updated May 2021</p>
C	<p>Statement of cultural education:</p> <p><b>Providing children with opportunities to gain cultural capital - learning from the best that has been thought and said - across the</b></p>	<p>Curriculum golden thread – planned opportunities for</p> <p>Theatre trips</p> <p>Museums</p> <p>Assemblies with a focus on diversity – Picture News</p> <p>Author visits</p> <p>Workshops – dance (e.g.: samba for the carnival) / music</p> <p>Dance competition</p>	<p>Reading before/after a theatre trip having been inspired.</p> <p>Inspired by visiting authors / poets to write.</p> <p>Taking part in and appreciation of music</p> <p>Music Café</p> <p>Choir performances</p> <p>Young Voices</p>	<p>Reading – children are exposed to a wide range of texts from across the globe and from all periods of history.</p> <p>Topic: History – learning about/from key events and the best of what has been thought and said.</p> <p>Geography – learning about/from other</p>	<p><b>Broaden children’s cultural experience even further through planned opportunities in the curriculum.</b></p> <p>Stifled by COVID-19 - now ongoing through our golden threads of diversity and global citizenship.</p>

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	<p><b>globe, from a wide range of cultures, religions and communities; giving our pupils tolerance, hope and aspiration.</b></p>	<p>NMPAT Gold School – peripatetic lessons and Year 4 whole class brass lessons          Celebrating national events – e.g.: Remembrance          Collective Worship – Christian traditions          Picture News – British Values focus          Monthly Musician for CW          MFL lessons          Drama Club – Shakespeare</p>	<p>British Values – democracy: staging our own general election including campaign and hustings.          Child led CW in church: Remembrance, Stations of the Cross, Christingle etc          School Productions</p>	<p>countries, cultures, communities, human activity.          Music – learning about composers and appreciation          PSHE – discussion          MFL – ELD          RE – tolerance and understanding of other religions including their cultural history          English – persuasive writing          Extra curricular opportunities – while school visit to the Panto</p>	<p>Updated May 2021</p>
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