



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, Social, 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.

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.

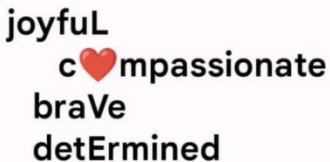
The golden thread of our curriculum development is:

- *Equality, inclusion and 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**.
- Ensure that **all** learners make good progress across the whole curriculum.
- 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.

Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



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	SMSC	What the school is doing	What the children are doing	Opportunities across the curriculum	Next steps
S	<p>Statement of spirituality: finding a sense of peace. Taking time to ground yourself in the natural world. The awe, wonder and connection we gain from special people, moments, places and the sense of a greater power or force.</p>	<p>In September 2018, we re-visited and set associated values.</p> <p><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 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>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 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.</p> <p>We have a designated ELSA who ensures that vulnerable children have time and space to reflect and grow.</p> <p>OFSETD 2023: Staff are ambitious for all pupils and want the very best for them. They are determined that all pupils, including those with special educational needs and/or</p>	<p>The pupils develop a sense of belonging here.</p> <p>They work together co-operatively in school and out of school.</p> <p>They are advocates for our school when out and about.</p> <p>Our children reflect our values.</p> <p>Our children feel valued and loved.</p> <p>OFSETD 2023: Pupils enjoy coming to school and feel safe in this nurturing environment.</p> <p>Children are happy and know the class routines.</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>Spirituality Policy.docx (sharepoint.com)</p> <p>School Council: feeling valued; having a sense of belonging; having a voice; being able to create reflective spaces to develop spirituality.</p> <p>Christian festivals: Prayer Stations Harvest Remembrance</p> <p>PSHE scheme – Jigsaw incorporates SMSC</p> <p>Mindfulness and well-being have high priority: 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>Reflection time in Collective Worship</p>	<p>Develop whole school areas for reflection.</p> <p>Establish the new role of SIAMS / RE Governor</p> <p>Roll out P4C</p> <p>Build in time for daily reflection in class time – daily prayer / quiet time (led by teacher / children).</p> <p>Updated Nov 2023</p> <p>Regenerate wellbeing Wednesdays – perhaps with a new twist... Walk-in / Walk-out Wednesdays, where parents join us for a Wake and Shake or mindfulness activity.</p>

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		<p>disabilities (SEND), receive the support they need to flourish and achieve well.</p> <p>Children get off to a good start in the early years. The school carefully considers children's transition into school. Teachers are passionate and knowledgeable and create a warm and caring environment.</p>			
M	<p>Statement of morality: 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.</p>	<p>Collective worship Assemblies PSHE Behaviour Policy – thinking time, letters of apology School council Engaging with charities Nurture provision and ethos Wisdom gained through History (curriculum intent) Teaching of RE – tolerance of other religions. The Nest – providing excellent education for children with additional needs so that they are able to flourish.</p> <p>OFSETD 2023: The school carefully considers how pupils will develop their character and values. There is a sense of community and respect, where older pupils become 'buddies' for younger children.</p> <p>In the daily collective worship assemblies, and across the curriculum, pupils learn about fundamental British values and diversity. Pupils know that everyone should be treated equally. A typical view was, 'Everybody is different in their own way.'</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 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.</p>	<p>School Council: co-operation, democracy, pupil voice PSHE RE Nurture work</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> <p>Redesigning the Behaviour Policy with the children</p> <p>Updated Nov 2023</p> <p>School Council to work on STOP bullying project</p> <p>School Council (with their classes) to work on restorative consequences for common low-level behaviours</p>
S	<p>Statement of social development: taking into consideration the opinions and feelings of others and communicating appropriately. Working together and cooperating.</p>	<p>Team sports including competitions Weekly PSHE – including Relationships RSE Picture News Assembly Class parties at Christmas Group work in class</p>	<p>Playing sports – communication and teamwork Sports Crew Prefects Y6/Reception buddies</p>	<p>PSHE RSE P4C PE</p>	<p>Embedding of P4C</p> <p>Focus on communication when working in groups in class – set the guidelines for active listening.</p>

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	<p>Applying core values and seeking social justice.</p>	<p>Playtimes Play Leaders Rainbow Club Residentials P4C – critical thinking and discussion Lego Therapy and Play Buddies as interventions for children who struggle</p> <p>OFSTED 2023: Parents and carers hold the school in high regard. A typical comment was, ‘The school is welcoming and warm, with a strong emphasis on well-being.’ Another parent commented, ‘I feel confident that my child will be nurtured, feel safe and encouraged to be the best they can be.’</p> <p>The school’s personal development programme is a strength. There is a well-planned personal, social and health education (PSHE) programme, which ensures that pupils learn about relationships and keeping themselves safe. The school ensures that pupils learn about the wider world and understand life beyond Pattishall. There is a focus on reinforcing the school’s values and encouraging mutual respect throughout the school. As a result, pupils hold welcoming and inclusive views towards difference and diversity.</p>	<p>Organising events – community (Produce Show, Carnival, Picnic in the Park) Leading Collective Worship Learning how to socialise and friendship rules through daily interaction and mediation.</p>	<p>History – wisdom gleaned from famous people who have changed the world through philanthropy Partner and group work across the curriculum</p>	<p>Updated Nov 2023</p>
C	<p>Statement of cultural education: Providing 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.</p>	<p>Curriculum golden thread – planned opportunities for Theatre trips Museums Assemblies with a focus on diversity – Picture News Author visits Workshops – dance (e.g.: samba for the carnival) / music Dance competition NMPAT Gold School – peripatetic lessons and Year 4 whole class brass lessons</p>	<p>Reading before/after a theatre trip having been inspired. Inspired by visiting authors / poets to write. Taking part in and appreciation of music Music Café Choir performances Young Voices British Values – democracy: staging our own general election including campaign and hustings.</p>	<p>Reading – children are exposed to a wide range of texts from across the globe and from all periods of history.</p> <p>History – learning about/from key events and the best of what has been thought and said.</p> <p>Geography – learning about/from other countries, cultures, communities, human activity.</p>	<p>Broaden children’s cultural experience even further through planned opportunities in the curriculum.</p> <p>Updated Nov 2023</p>

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		Celebrating national events – e.g.: Remembrance Collective Worship – Christian traditions Picture News – British Values focus Monthly Musician for CW MFL lessons Drama Club – Shakespeare OFSTED 2023: Pupils benefit from wider opportunities, including residential and a range of extracurricular clubs. For example, pupils attend the popular choir club at lunchtime.	Child led CW in church: Remembrance, Stations of the Cross, Christingle etc School Productions	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	

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