



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.
- *Reading* - 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.
- *Global citizenship*. Working with our pupil's voices to take note of global issues and stand up for what they believe is right. In particular, addressing the plastic crisis. - using **wisdom to inform action**.

We also...

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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.

		What the school are doing	What the children are doing	Opportunities in the curriculum	Next steps
S	Statement of spirituality: finding a sense of peace. Taking time to ground yourself in the natural world. The awe, wonder and connection we gain	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</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.	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	Develop whole school areas for reflection. Establish the new role of SIAMS / RE Governor Roll out P4C Build in time for daily reflection in class time –

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	<p>from special people, moments, places and the sense of a greater power or force.</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>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>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</p>	<p>Our children reflect our values.</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>daily prayer / quiet time (led by teacher / children).</p> <p><i>Updated May 2021 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>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 in 2020.</p> <p>We have a designated ELSA who ensures that vulnerable children have time and space to reflect and grow.</p>		<p>Reflection time in Collective Worship</p>	
M	<p>Statement of morality: moral education is the instilling of core values and the development of critical</p>	<p>Collective worship Assemblies PSHE Behaviour Policy – thinking time, letters of apology School council</p>	<p>Our children are well behaved and understand the difference between right and wrong. They are able to reflect and</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>

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	thought; shaping citizens with a strong moral compass – a clear understanding of right and wrong.	Engaging with charities Nurture provision and ethos Wisdom gained through History (curriculum intent) Teaching of RE – tolerance of other religions.	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.	Chimp Book	Embedding of P4C across the curriculum Redesigning the Behaviour Policy with the children Updated May 2021
S	Statement of social development: taking into consideration the	Team sports including competitions Weekly PSHE – including Relationships	Playing sports – communication and teamwork Sports Crew	PSHE RSE P4C PE	Embedding of P4C Focus on communication when working in groups in

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	<p>opinions and feelings of others and communicating appropriately. Working together and cooperating. Applying core values and seeking social justice.</p>	<p>RSE Picture News Assembly Class parties at Christmas Group work in class Playtimes Play Leaders Rainbow Club Residentials P4C – critical thinking and discussion Lego Therapy and Play Buddies as interventions for children who struggle</p>	<p>Prefects Y6/Reception buddies 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>class – set the guidelines for active listening. Following lockdown, more work has been done around vocabulary and listening. This is an ongoing target. Updated May 2021</p>
C	<p>Statement of cultural education: Providing children with opportunities to gain cultural capital - learning from the best</p>	<p>Curriculum golden thread – planned opportunities for Theatre trips Museums Assemblies with a focus on diversity – Picture News Author visits</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</p>	<p>Reading – children are exposed to a wide range of texts from across the globe and from all periods of history. Topic: History – learning about/from key events</p>	<p>Broaden children’s cultural experience even further through planned opportunities in the curriculum. Stifled by COVID-19 - now ongoing through our</p>

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	<p>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>Workshops – dance (e.g.: samba for the carnival) / music Dance competition 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>Choir performances Young Voices 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>and the best of what has been thought and said. Geography – learning about/from other 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>golden threads of diversity and global citizenship. Updated May 2021</p>
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