

## SMSC in the Whole School curriculum

At Orchard Lea Junior School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and we promote SMSC across the curriculum.

Spiritual	Moral	Social	Cultural
Re curriculum- Christianity, Hinduism and Judaism Local vicar in for assemblies RE Visitors Class charters School values Assemblies Assembly songs ELSA	School behaviour policy Class rewards School council Assemblies Lunchtime reflection School values Peer mentors PSHE curriculum Rights, Respect and Responsibilities (RRR) Parent participation E-safety, fire safety and water safety Anti-bullying week Classroom reward systems (marble jars and class dojos) Values certificates and star of the week certificates Thinking spaces in the classrooms ELSA	Play leaders Group work Year 6 residential Peer mentors School librarians and class monitors School council representatives Gardening club Assemblies Sports tournaments House teams Year group productions Curriculum trips First News newspaper News Round weekly update Secret garden School values Community visits Fundraising PSHE curriculum Reading mentors Anti-bullying week ELSA Celebrating pupils achievements P4C enquiries	Theatre visits Themed weeks Assemblies Whole school curriculum, particularly the Art curriculum, Music curriculum and History curriculum Museum visits RE curriculum and visitors Sports tournaments Recorder festival Singing club Art club Listen to me music in Year 4 and 5 and termly performances Instrumental lessons and assembly performances Shoe box appeal Harvest festival Outdoor learning World Book Day Pantomime Visitors to the school

Curiosity, Creativity, Independence, Aspiration, Respect, Resilience & Collaboration

### Ofsted's definition of SMSC development

Pupils' **spiritual** development is shown by their

- 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Pupils' **moral** development is shown by their

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Pupils' **social** development is shown by their

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' **cultural** development is shown by their

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.