

**Social, Moral, Spiritual and Cultural (SMSC)**

**Spiritual, Moral, Social and Cultural (SMSC) Development at Epworth Primary Academy**

We have a thoughtful and wide ranging promotion of Students’ Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive at the academy and beyond.

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| **At Epworth we will provide students with:** | **Through** |
| **SPIRITUAL** | |
| The opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives. | * Collective worship * RE curriculum using Lincolnshire Agreed Syllabus and Understanding Christianity Planning * Harvest Festival which supports the Epworth Area Food Bank. * Christmas Carol Concerts * Nativity by ( EYFS / KS1) |
| The opportunity to support and possibly develop religious beliefs in ways which are personal and relevant to them. | * RE Curriculum * Show and Tell in EYFS where children explain what they have done when not in Academy. * Celebration Assembly where children’s external activities are celebrated. * Encouraging Students to share their beliefs with their classes and during Assembly |
| The opportunity to explore and develop what animates themselves and others. | * RE Curriculum * PSHCE curriculum * RSHE Curriculum * Global learning/ locality elements throughout all the themes across Academy. * Newsround |
| The opportunity to reflect and to learn from reflection. | * Positive Behaviour Policy * Charity and fundraising events –Macmillan cancer, Children in Need, Save the Children, Comic relief * Daily Assembly * RE planning and curriculum; knowledge and response |
| The opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful. | * RE planning and curriculum * PSHCE curriculum * Positive Behaviour Policy * Specific individual work on emotions delivered by trained staff |
| A climate and ethos within which all Students can grow and flourish, respect others and be respected. | * Explicit teaching of manners and politeness for Students and staff * Positive Behaviour Policy * Playground Buddies * Class rules across EYFS and whole Academy and displayed in each room * Academy Council; regular meetings * Academy Vision |
| Teaching styles which:  -Value Students’ questions and give them space for their own thoughts ideas and concerns. -Enable Students to make connections between aspects of their learning.  -Encourage Students to relate their learning to a wider frame of reference, for example asking ‘why’, ‘how’ and ‘where’ as well as ‘what’. | * Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. * Encouraging pupil thinking time when answering * Training on AfL techniques for whole cohort participation and effective questioning |

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| **M ORAL** | |
| A clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the Academy. | * Positive Behaviour Policy and reward system * Regular updates and reinforcement in Assembly * Values promoted across the Academy. |
| An environment which Promotes racial, religious and other forms of equality.    Giving Students opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. | * Trips/ visitors faiths * In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral view points. * RE planning * Positive Behaviour Policy * Academy Council * Gardening club: consider how local environment changed in a positive way or negative. |
| An open and safe learning environment in which Students can express their views and practise moral decision-making. | * E Safety Computing planning * Bullying lessons, assemblies and awareness in PSHCE and during Anti Bullying Week * Assembly council * Drug and alcohol education delivered by PCSOs * Academy council members attend Academy forum to discuss local issues * Academy Council makes decisions on spending PTFA funds, changes in and around the Academy |
| Rewarding expressions of moral insights and good behaviour. | * Positive praise * Zones of Regulation / learning attitudes * Termly Reading Prizes for the Reading Challenge * Lunchtime behaviour stickers that reward positive behaviour as well as recognising negative * Weekly/Termly/Yearly Attendance Awards |
| The culture to tackle breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in Academy. | * Reinforcement in Assembly – children very clear on expectations * Recognise days such as anti bullying and safer internet. Look at how feels to be “wronged”. * E Safety Computing planning and policy * Respond to national events in Assembly and in class * Behaviour contracts in place as required * In PE, sports selection has clear code of conduct on the pitch and within Academy. |
| The ability to Recognise and respect the codes and morals of the different cultures represented in the Academy and wider community. | * RE planning and curriculum * PSHCE curriculum * RSHE curriculum * Newsround |
| The opportunity for students to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour. | * Rules consistent across Academy * Positive Behaviour Policy with consistent rules across the Academy * Academy rules reinforced by buddies. |
| Models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of Assembly. | * Whole Academy and Class Assembly * By acknowledging the positive and negative benefits of the Internet. * In sport, make clear fair play and the shaking of hands. |
| The ability to Reinforce the Academy’s values through images, posters, classroom displays, screensavers, exhibitions etc. | * Academy vision statement posters displayed in front entrance * Postcards home * Classroom and corridor displays all of a high standard, reflecting Academy’s vision and high expectation * British Values learned through Newsround and PSHCE |

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| **SOCIAL** | |
| The opportunity to identifying key values and principles on which the Academy community life is based. | * Positive behaviour Policy * Consistent whole Academy Rules |
| The ability to Foster a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish. | * Clear Equality policy * Accessibility plan * Competitive Sports Days * Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, Macmillan Coffee morning, * Family learning through parental talks ( RSE, E Safety, storytime, Book Chatter, phonics workshops) |
| The opportunity for students to recognise and respect social differences and similarities. | * PSHCE/ RSE challenging stereotypes. * In History, children learn about how different civilisations are organised socially. |
| Positive corporate experiences, for example, through assemblies, team activities, residential experiences, Academy productions. | * Christmas Productions EYFS * Christmas Carol Concert * Sports Days * Termly topic plans have enrichment and enhancement opportunities with visitors and trips * Enhancement days where dress up / thematic creative tasks * Creative high standard topic books. * Residential experiences in Year 4, 5 and 6 * In Academy theatre experiences |
| Providing students to opportunity to develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect. | * RE planning and curriculum * PSHE/Citizenship curriculum * Academy involvement in community events such as remembrance, carol singing, the town carnival * Look at moral issues through Big Questions * Reflected in our Academy values; trust, family, friendship and compassion |
| Helping Students to challenge, when necessary and in appropriate ways, the values of a group or wider community. | * Whole Academy Assembly on aspirations, talents and targets. * Careers day * Enterprise week |
| A conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life. | * Pupil elections and democratic vote for Academy Council * Academy council meet with Parish Council to discuss social issues. * Pupil training for Playground Buddies and Sports Ambassadors * Involvement in Senior Leader Interviews * Pupil voice on selection of House Captains * Participating in Remembrance; Town Light switch on, carol singing |
| Providing opportunities for Students to exercise leadership and responsibility. | * Academy Council choose how to raise money and fundraise for charities and involved in whole Academy change. * Children plan further ways to improve our Academy * Students have roles in Academy such as sports ambassadors and playground buddies. Have various responsibilities. |
| Providing positive and effective links with the world of work and the wider community. | * Promoting parents to volunteer to support pupil’s learning, including regular reading * Student teachers * links to industry * Each thematic plan has a locality link |

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| **CUL TURAL** | |
| Providing opportunities for Students to explore their own cultural assumptions and values. | * Fairtrade week * Remembrance |
| Extending Students’ knowledge and use of cultural imagery and language. | * Cultural elements in topics studied: South America / Brazil / Africa / Greece / Eypt * Sharing stories from other cultures and countries in Assembly |
| Recognising and nurturing particular gifts and talents. | * Differentiation in planning to challenge pupil’s learning. * PSHCE curriculum look at personal gifts and talents. * Giving the Students opportunities to showcase talents in various subjects including sport, drama and music. * Participation in gifted and talented workshops: ICT coding day; maths and science |
| Opportunities for Students to participate in literature, drama, music, art, crafts and other cultural events and encouraging Students to reflect on their significance. | * Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. * In literacy, engage in texts from different cultures. * In RE and Assembly, children will learn about different events in various religions’ calendars. * Participation in Art Project and display work in Academy exhibition * Making links with global events such as the Olympics, Winter Olympics or World Cup. * Looking at the local history and how different cultures have shaped it. * All year groups have an in Academy theatre experience * Year 4/6 all learn to play an instrument * Carols at church / Secondary * Each class studies a specific Artist/author of the term |
| The opportunities to develop partnerships with outside agencies and individuals to extend Students’ cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges. | * Whole Academy music workshops * Opportunities for musicians and speech and drama Students to perform to their parents in celebration Assembly and class productions * All classes engage in a termly enrichment visit * In Academy theatre experience for all year groups * Performances at the Baths Hall * Gallery visits and involvement in Arts projects (Festival of lights ) * French taught throughout KS2 * Year 6 residential visit to London which includes museum and theatre visit * Year 5 residential to Robinwood Outdoor centre * Y4 Residential to Kingswood * Class Art Gallery displays |
| Reinforcing the Academy’s cultural values through displays, posters, exhibitions etc. | * Learning Environment Expectations which reflect themes taught * Art exhibition in Academy where work is displayed to whole Academy and visitors * Academy vision and values reinforced through reward stickers, postcards home |
| Auditing the quality and nature of opportunities for Students to extend their cultural development across the curriculum. | * Academy’s creative curriculum. Plan exciting thematic topics with cultural links * In history, geography and science, look at how developments from around the world affect our daily life |
| **Sample of activities offered to the students.** | |
| PSHCE Week  South Axholme Sporting events  Visit to the Holocaust Centre  Parents evening  Swimming and swimming top up lessons  Whole Academy and community Remembrance Ceremony  Water Safety Lessons  Coronation / Jubilee and Funeral observance  Christmas journey at the church  Community Carol Service  KS1 / Reception Christmas Performance  Road safety lessons  Fire service lessons  Visiting Artists  Visiting Athletes  Celebration assemblies  Visiting Authors  School Disco  Rugby World Cup (Men’s / Women’s and Wheel Chair)  Steel Wheelers  Ukulele lessons  Peri music lessons  School Fayre  Christmas presents for each child  Charity events – Children in need, children’s shoe box, Anti Bullying, Lindsey lodge  Residentials  Black History Month  Young Voices  Class trips and visits  Broad and balanced curriculum offer  Zones of regulation  Careers day  Extra curricular clubs  Extra curricular trips  Ising POP  Zones of regulation  PTFA  Animal experiences | |

Playground buddies

Academy Website for photographs

Spiritual

Whole Academy Assembly

RE Curriculum Planning

Display provoking thought

Residential trips

Curriculum Topics

Assembly Reflections

Charity Work/Fundraisers

Academy Vision, values and Behaviour Policy

SEAL Class Assembly

Learning Mentor

Themed days / Weeks

Visitors from Different Faiths

Celebration Assembly

Marking and Feedback Policy

Clear set of values promoted across Academy

Outside speakers on safety and moral issues

Moral

Whole Academy Assembly

RE Curriculum Planning

Curriculum Topics

SEAL Class Assembly

Behaviour Policy

Academy Vision, Values and Behaviour policies

Academy trips and Residential Trips

PSHE Planning

Academy Council

Singing in the Local Community

Positive Approach to Behaviour

Academy Website

Academy Rules

House Captains

E-Safety Week and Internet Safety Curriculum

Young Leaders for Sports

Problem Solving/Investigating

Fundraising

Family Learning through workshops / open days

Playground buddies

Charity Work/Fundraisers

Group Work in Lessons and AfL opportunities

Academy Vision and values

Social

Academy council

Whole Academy Assembly

Assemblies

Curriculum Topics

Behaviour Policy

Contribution to Local Community Events

After Academy Clubs

Drama performances

Academy Trips and Residential Trips

PE and Sport Competitions in Local Area

Sports Day

Events with Other Academies

RE Curriculum Planning

Class SEAL Assembly

Celebrations of Different Religious

Festivals

(Christmas, Harvest, Easter, Chinese New Year, Diwali, Hannukah, Eid)

Modern Foreign Languages: French

Music Lessons

Theatre visit

Historical/Geographical Topics

Thematic topics part of creative curriculum

Curriculum Project Experiences—Visitors, Trips and themed days

After Academy Clubs

Photographs on Website

Different Menus for Celebration of Events

Displays around the Academy

Internet to Research

Cultural

Epworth Offer

To provide the opportunity to

Develop Learners: Respectful, Honest, Kind.

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| cid:image001.png@01D53BD6.801DE2A0 | Respectful | | Honest | | Kind | |
|  | Look after an animal | Perform in the community | Meet an artist | Attend a performance | Create a sculpture / Build a Den | Attempt to break a record |
|  | Run a small business | Make someone’s life better | Visit a gallery | Do something for the local community | Cook outdoors | Sleep under the stars |
|  | Support the older generation | Take part in a debate | Visit a university | Visit a theatre to see a show / Attend a live sporting event | Gain a qualification | Become a published author / singer / artist |