



How we promote SMSC in our School

Spiritual development	Moral Development	Social Development	Cultural Development
<p>RE</p> <p>Assemblies</p> <p>Collective acts of worship and support for personal acts of worship</p> <p>School linking partnerships</p> <p>This will aid the development of insights, principles, beliefs, attitudes and values which guide and motivate us. Developing understanding of feelings and emotions which support reflection and learning. Developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.</p>	<p>RE</p> <p>Behaviour Policy</p> <p>School Ethos</p> <p>Charitable Projects</p> <p>This is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about pupil's understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.</p>	<p>PSHE</p> <p>Pupil Voice provision</p> <p>Nurture Groups</p> <p>This reflects how the school promotes opportunities for our pupils to work effectively with each other and participate successfully in the community. It involves the inter-personal skills for successful relationships and the development of skills and personal qualities necessary for living and working together.</p>	<p>MFL</p> <p>Citizenship Duties to promote Community Cohesion and Race Equality</p> <p>Access to the Arts</p> <p>This is how the school develops pupil's understanding and respect of cultures, including their own, and reject discrimination based on difference. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures.</p>



Growing at Meadowside Primary School

<p>English</p> <p><i>Texts from different backgrounds.</i></p> <p><i>Showing empathy, understanding, respect of varied faiths, beliefs and ideals.</i></p> <p>This educates pupils about the world we live in, including awareness of different cultures, which raises their ability to empathise, respect and understand different cultures, faiths and beliefs. Pupils are encouraged to empathise with characters and compare to their own experiences.</p>	<p>English</p> <p><i>Texts from different backgrounds.</i></p> <p><i>Showing empathy, understanding, respect of varied faiths, beliefs and ideals.</i></p> <p>This educates pupils about the world we live in including awareness of different cultures, which raises the pupils' ability to understand reasons behind the different actions of others. Through answering comprehension questions, pupils make judgements about moral dilemmas due to information they have learnt about different backgrounds and adopt tolerance as a result.</p>	<p>English</p> <p><i>Group speaking and listening activities.</i></p> <p><i>Enables pupils to develop social skills.</i></p> <p>This educates pupils about the importance of co-operation and teamwork when hoping to find success with a project or common goal. Historic text studies allow children to explore and question our British Values in a variety of contexts, learning from past failures. Peer marking allows the children to take responsibility for each other's learning and explore social expectations as to respecting each other's different abilities and viewpoints.</p>	<p>English</p> <p><i>Texts from different backgrounds and cultures.</i></p> <p><i>Writing and reading opportunities to show understanding.</i></p> <p>This educates pupils about the world we live in, including awareness of different cultures, which raises their ability to empathise, respect and understand different cultures and beliefs. Through creative writing, pupils are encouraged to demonstrate their cultural knowledge which they will have built upon when exploring interesting and stimulating texts from different cultures.</p>
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<p>Maths</p> <p><i>How Mathematics relates to the world around us.</i></p> <p><i>Connections and patterns.</i></p> <p>This educates pupils about the freedom that Mathematics can provide to them when finding solutions to problems. Pupils are encouraged to choose different methods to solve problems and to begin to create their own problems as well. Mathematics can stimulate moments of awe and wonder as learners notice a connection or pattern for the first time. It encourages independence and the ability to make decisions based on evidence, reasoning and logic.</p>	<p>Maths</p> <p><i>Logical reasoning</i></p> <p><i>Mathematical problems and investigative journaling</i></p> <p>This educates pupils to recognise how logical reasoning can be used to consider the consequences of particular decisions and choices. Pupils explore a range of Mathematical investigations where they are challenged and made aware that there may be more than one solution. Investigative journaling actively challenges children to dig deeper to find alternative methods even when they are aware that some problems require one correct answer.</p>	<p>Maths</p> <p><i>Problem solving and reasoning.</i></p> <p><i>Mixed ability classes.</i></p> <p>This educates pupils that many mathematical problems can often be solved with a teamwork approach. Pupils are provided with opportunities to work together productively on mathematical tasks and supported to see that the result is often better than any of them could achieve separately. Pupils are taught in mixed ability classes and encouraged to work with frequently changing talk partners.</p>	<p>Maths</p> <p><i>Maths is a universal language.</i></p> <p><i>Number systems from around the world.</i></p> <p>This educates pupils that many mathematicians from many cultures have contributed to the modern mathematical system that we use today. Pupils begin to understand the importance of counting and explore early counting techniques from other countries such as tallies. Pupils begin to explore more developed counting systems such as Roman Numerals and Egyptian Hieroglyphics.</p>
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<p>Computing</p> <p>Exploring digital inspirations.</p> <p><i>Creativity and imagination.</i></p> <p>This educates pupils about exploring how ideas in computing have inspired them and others. Pupils can explore their own creativity and imagination when developing digital products Pupils' self-esteems are promoted through opportunities to present their work to others.</p>	<p>History</p> <p>Inequalities throughout History</p> <p><i>Appreciation and importance to learn from the past.</i></p> <p>This educates pupils about inequalities between different races in a variety of time periods. Opportunities to discuss issues such as the Holocaust and to learn about how women and children didn't always have the same equality that they do now.</p>	<p>Music</p> <p>Performing in the local community.</p> <p><i>Group performance opportunities.</i></p> <p>This educates pupils about having a common goal, or a final performance to aim towards which encourages team work and participation. Meadowside Choir performs in the community, including Care Homes, Garden Centres and community projects. In Assemblies, Music is chosen to reflect diversity and different styles of music.</p>	<p>Art</p> <p>Art from around the world.</p> <p><i>Reflection on nature, people and the environment.</i></p> <p>This educates pupils about developing their aesthetic appreciation. Pupils make constructive observations and critiques of others art work. Gives pupils the chance to reflect on nature, their environment and surroundings with an appreciation of art from a range of artists.</p>
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How is it evidenced?	How is it evidenced?	How is it evidenced?	How is it evidenced?
<ul style="list-style-type: none"> - Multi faith RE Curriculum - Whole school assemblies and school values 	<ul style="list-style-type: none"> - RE Curriculum - Age appropriate responsibilities - Circle Time - Anti- Bullying week 	<ul style="list-style-type: none"> - Circle Time - Junior Leadership Team - Eco Council - Sports crew 	<ul style="list-style-type: none"> - Arts Week - Meadowside Mural - Curriculum opportunities - Visits to Art Galleries



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<ul style="list-style-type: none"> - Outdoor learning - Residential visits - Harvest festival - Nurture groups - PSHCE Curriculum - Faith leader visits - Singing assemblies - Opportunities to reflect on their experiences - Visits to places of worship 	<ul style="list-style-type: none"> - Whole school assemblies and school values - Voice of the Child - Class Monitors - School Ambassadors - Junior Leadership Team - Singing in the local Community - Positive Behaviour Plans - Charity appeals - PSHCE Curriculum - After school clubs - Class rules - Rewarding expressions of moral insights and good behaviour e.g. Sending to Head teacher/ Pupil of the week - Personal behaviour targets - Nurture groups -strong emphasis on social and moral development 	<ul style="list-style-type: none"> - After school clubs such as Musical Theatre, Dance, Gymnastics, Games Club etc. - Lunch time clubs - School visits - SEAL - Learning Support nurture group - Transition visits - Charity support, .e.g. Children In Need & Comic Relief - SMSC Leads - CPD - Extending community links. - Peer support - Buddy reading - Residential visits - School productions - Year 6 Play Leaders (Sports Crew) - Sports Days - Public Speaking 	<ul style="list-style-type: none"> - Art and Music events - Visits to Library - Book Days/Week - Visiting Authors - Musical Allsorts Performances - Theatre visits and trips - School trips to museums etc - Opportunities to take part in school productions/performance - Cultural/Diversity Days - Anti-Bullying week - Visits from people from different Cultures - Partnership Dance workshops - MFL in school - Sports Days/Week - Recorder for Year 2 - Ukulele for Year 4 - Opportunities for individual instrument lessons - Reading challenges
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Impact on Pupils	Impact on Pupils	Impact on Pupils	Impact on Pupils
<p>Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements.</p>	<p>Pupils have more confidence in themselves and in their community.</p> <p>Pupils are able to give reasons for things being right and wrong.</p>	<p>Pupils are able to socialise with a wide range of people and pupils.</p> <p>We receive positive comments from the community when we go</p>	<p>Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</p>



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<p>Pupils develop attitudes, values and principles. There is an increased ability for them to empathise with others and see beyond the self.</p> <p>Pupils have a first-hand experience of places of religious worship.</p> <p>A respect for themselves and others.</p> <p>An awareness and understanding of their own and other's beliefs.</p>	<p>There is no fighting in school and a positive atmosphere pervades. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</p> <p>Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p> <p>Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.</p>	<p>on trips and when we receive visitors.</p> <p>Pupils build relationships and friendships. Close knit school community.</p> <p>Widening of pupil horizons.</p> <p>Pupils feel they have a say in their school.</p> <p>Pupils exercise responsibility.</p>	<p>Pupils have an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.</p> <p>They experience opportunities for awe and wonder.</p>
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