

Evidence of SMSC at Rockland St Mary Primary School 2019

Mission Statement – Our vision is to encourage and support our pupils to enjoy their childhoods and reach their full potential as confident, inquisitive and successful learners and as fully rounded individuals.

To support this mission we provide a curriculum which is rich in spiritual, moral, social and cultural opportunities.

Spiritual development of pupils 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.

Moral development of pupils 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.

Social development of pupils 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.

Cultural development of pupils 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 local, national and global communities.

The evidence collected and tabled below gives some examples of where SMSC can be evidenced in school and has been collected through –

- Learning walks through school (ongoing and various over time)

- Staff meeting discussions

| School aspect | Evidence | | | |
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| | Spiritual | Moral | Social | Cultural |
| Assembly | Singing assembly Celebration assembly Special Mention Values for Life assemblies Christmas/Easter assemblies Class assemblies School productions | Inclusion in the local area such as Hornbeam tree planting, carols at Brooke House. Value for life – use of plastic Anti-bullying week Safer Internet Day | Celebration assembly Online Safety training, SiD Visits from community members Pupil perceptions on assembly Value for Life Covered the 4 R's (school values) | Music played and sung in assembly Choice of music inspired by teaching staff or children – music maestros Values for Life Remembrance Day Bookworm assembly |
| Playtime | Seeing the changes in nature with the seasons – outdoor learning sessions. Chill and Chatter time | Restorative approaches Children are happy and engaged in playtime activities Pupil survey data Record of incidents & class pastoral | Buddy bench Turn taking required for play safe and other equipment. Daily Mile Mixed seating at lunchtime | Range of activities including twice weekly sports coaches and netball sessions. Playground games from different countries - French conversations |
| Whole school English, Maths, science links | Planned Nurture for specific children See planning which links RE/PSHCE to English/Maths – eg Stonehenge | Talk for Writing See planning which links RE/PSHCE to English/Maths | Maths, Reading café displays Estimation station display / hunt for numbers or shaped objects. | Talk for writing (Caribbean Story) |
| Topic/Themes (see class plans for detail) | Jigsaw Scheme Discovery RE scheme Festival of Lights Links with the church Thematic approach provision for EYFS | Jigsaw Scheme Discovery RE scheme | Jigsaw Scheme Discovery RE scheme Music choir at St Andrew | French Days Discovery RE scheme Deserts and Africa Wym College French students |
| Clubs | Karate | | Chill and Chatter Breakfast club | Gymnastics Archery and multi sports |
| School environment outside | Music Beat Box shed | Playground leaders | Turn taking use of equipment Lunchtime in the hall | Music used in the foyers and classroom to enhance learning. |
| School Council/responsibility | Remembrance Day – Hornbeam Christmas Fayre – selling products made | Pupil voice via school council. Grounds Survey | Councillor for each year group and council book. Harvest Festival and Food Bank | Links with Parish Council. |
| Visits and visitors | Moon rock handling experience Seething observatory visit | Fund raising events Crucial Crew Y6 Swimming sessions Seatbelt safety | Year 6 residential trip Cluster and SSP sports tournaments – indoor athletics and tag rugby Circus visit, Panto visit Cycle safety sessions | Sutton Hoo, Norwich Castle, observatory, circus, Whole school trip to the Panto, Circus, |

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| Staff training, policies | Pupil Perception survey Team approach Use of staff strengths to teach or lead | Behaviour Policy Staff Handbook | SET moderation and phase meetings to network | Prevent Training Safeguard training CEOP training |
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