

Evidence of SMSC at Surlingham Primary School 2019 - 20

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			
	Spiritual	Moral	Social	Cultural
Assembly	Singing assembly Celebration assembly Values for Life assemblies Christmas/Easter assemblies Class assemblies School productions	Inclusion in the local area such as slow down signage with PC and WW2 event in village hall. 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 4 school R's explored in assembly	Music played and sung in assembly Choice of music – staff and children Christmas and Hannukah story Easter story Bookworm assembly Remembrance Day assembly
Playtime	Seeing the changes in nature with the seasons – outdoor learning sessions.	Restorative approaches Children are happy and engaged in playtime activities Pupil survey data Record of incidents & class pastoral	Turn taking with equipment. Daily Mile Mixed seating at lunchtime. Play leaders Equipment monitors	Range of activities including twice sports coaches Playground games
Whole school English, Maths, science links	Planned Nurture for specific children See planning which links RE/PSHCE to English/Maths eg Diwali, Hinduism, festivals of Light, Stonehenge	Talk for Writing See planning which links to English/Maths such as Rainforests	Maths, Reading café displays Estimation station display / hunt for numbers or shaped objects.	Talk for writing
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 SRE sessions	Jigsaw Scheme Discovery RE scheme Music choir at St Andrew	French Days Romans KS1 festivals of light French students from Wym College
Clubs	Karate STEM club		Sports club, karate, multi sports Breakfast club	Gymnastics Art club
School environment outside		Playground leaders KS2 children sit with K1 in lunch	Turn taking use of equipment Lunchtime in the hall Forest School Gardening club Seatbelt safety sessions	Music used in the foyers and classroom to enhance learning.
School Council/responsibility	Remembrance Day – display and singing in the village hall.	Pupil voice via school council. Children in Need fundraising Harvest collection, Food Bank, Sugar	Speed awareness signs in village Step on it training – looking out for other road users Over 60s lunch	Links with Parish Council. Grounds Survey
Visits and visitors	WW1 memorial service STEM day / science fair Visitor who spoke about meteors	Road safety for all year groups Cycle proficiency Crucial Crew Y6 Swimming sessions	Year 6 residential trip Cluster & SSP sports -cross country, athletics, gymnastics, swimming gala, tag rugby Panto visit (and Circus in 2018)	Time and Tide, Residential to London, castle trip Whole school trip to the Panto, Circus,
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

