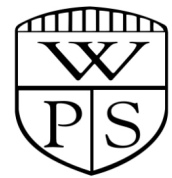


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How do we promote SMSC development at Western?

SMSC stands for spiritual, moral, social and cultural development. Ofsted's definition of SMSC is as follows: Exploring beliefs and experiences; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and being creative; reflection. At Western Primary School the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate and take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The staff at the school will help the pupils to develop an inner discipline towards their behaviour and encourage them to be ready to accept responsibility for what they do through a restorative approach. They will grow through making positive choices and will want to be honest with themselves and with others. The spiritual, moral, social and cultural development of our children links to our schools Learning Powers: Be Curious, Be co-operative, Use Your Imagination, Enjoy Learning, Have a Go, Keep Improving, Don't Give Up and Concentrate.

What does SMSC mean?

Spiritual development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which form their perspective on life and their interest in and respect for different people's feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the tangible. (Learning Power Enjoy Learning)
- Use of imagination and creativity in their learning. (Learning Power Use Your Imagination)
- Willingness to reflect on their experiences. (Learning Power Keep Improving)

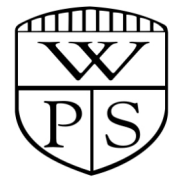
Moral development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- Understanding the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues. (Learning Power Be Curious)

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Social development

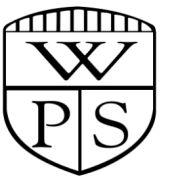
Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupil from different religious, ethnic and socio-economic backgrounds. (Learning Power Be Co-operative)
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. (Learning Power Be Co-operative)
- Interest in, and understanding of, the way communities and societies function at a variety of levels. (Learning Power Be Curious)

Cultural development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religions, ethnic and socioeconomic groups in the local, national and global communities. (Learning Power Be Curious)



Spiritual Development (Learning Powers: Be Curious, Keep Improving, Enjoy Learning)

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery,
- Awe and wonder,
- Connection and belonging,
- Heightened self-awareness,
- Prayer and worship,
- Deep feelings of what is felt to be ultimately important,
- A sense of security, self being, worth and purposefulness.

Our school has developed an ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals.

Maths

By making connections between pupils' mathematical skills and real life. By considering pattern, order, symmetry and scale in both the manmade and natural world. By showing enjoyment and fascination of numbers. Reflecting on pattern and order, as well as a sense of mystery and space. By exploring the relationships of numbers, shapes and objects and the possibility of interconnectedness. By showing a sense of achievement and self-worth at appropriate levels of understanding.

English

In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language.

Science

By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.

French

By exploring the beauty of languages from around the world through topic work e.g. by learning French and knowing where around the world the French language is spoken. By exploring the way language is constructed.

History

By considering how things would be different if the course of events had been different; for example, what difference would it have made if the Romans had not invaded Britain? By looking at the history of Grimsby and investigating the fishing industry. By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th of November, Remembrance Day.

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Geography

By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study.

R.E.

Opportunities to discuss and reflect on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth. Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God Valuing themselves and each other as unique individuals. Developing their own views and ideas on religious and spiritual issues through considering 'big questions' in comparative units.

PSHE

By developing an awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By exploring spiritual practices such as collective worship. To incorporate time for reflection into our curriculum in order that we can review our values and how they benefit us a school community.

Art and Design

By providing plenty of opportunities for pupils to explore the way different works of art make them feel spiritually. By promoting the process of 'reviewing and evaluating'.

Music

By allowing pupils to show their delight and curiosity in creating their own sounds. By considering how music makes us feel emotionally. By appreciating how music is used in different contexts.

Design and Technology

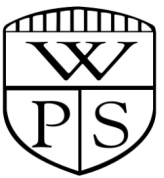
By enjoying and celebrating personal creativity. By reviewing and evaluating created things.

Computing

By reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. By understanding the advantages and limitations of ICT e.g. how computers can sometimes perform better in certain activities than some people. By using the internet as a gateway to big life issues e.g. Newsround.

P.E.

By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative By being aware of one's own strengths and limitations e.g. swimming lessons, participation in Sports Day.



Moral Development (Learning Powers: Be Curious, Be co-operative, Keep Improving and Don't Give Up)

We believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and others' actions.
- Have an ability to make responsible and reasoned judgments.
- Ensure a commitment to personal values. Have a respect for others need interests and feelings, as well as their own.
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school has developed pupil moral development by:

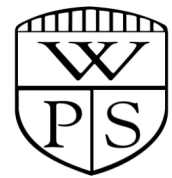
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
- Rewarding good behaviour and sharing the responsibility for promoting good behaviour amongst our pupils.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions and supporting our pupils to identify ways they can put right the harm they have caused.
- Creating a happy, safe, caring, stimulating and inclusive environment for all and encouraging self-discipline and aim to keep rules and regulations to a minimum.
- Building positive relationships between all stakeholders; we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Western Primary.
- Implementing the principles of Restorative Practice which has helped us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.
- Supporting pupils in develop the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.
- Educating our pupils to understand how their behaviour affects others and its impact on others.
- Supporting our children to become empathic, considerate people who have the skills to avoid and resolve problems independently.
- Helping our children to identify their feelings, through the use of Zones of Regulation, and think these through so that they are expressed in behaviour that is socially acceptable.

Maths

By engaging pupils playfully, for example, in unequal shares of resources, why might someone be upset if they received less than other people? By promoting attendance through collecting attendance data and sharing this in assembly. By encouraging a sense of responsibility for our own learning in class. By encouraging honesty, not cheating. By showing an awareness of manipulation of data (statistics).

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English

By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. Through drama and speaking and listening activities children consider moral dilemmas. Through a range of texts children consider different characters perspectives.

Science

By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.

French

By helping pupils to have an accurate and truthful understanding of the French culture.

History

By exploring the results of right and wrong behaviour in the past e.g. wars. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Grimsby area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' etc.

Geography

By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?

R.E.

Learning about morals in religious teachings and commandments in each of the main religions. This is linked to school rules and values to demonstrate morality and create a sense of conscious. Exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity. Considering religious perspectives on suffering in the world.

PSHE

By exploring what is right and wrong and to work out what we need to do in our School and local community to make sure everyone thrives. By making explicit links to the school's distinctive ethos of a values-based curriculum. By ensuring that all adults in the school, irrespective of role, demonstrate the school values and have high expectations of all pupils to do the same. By providing education on ESafety, we can ensure understanding of the rights and wrongs within social media and how to stay safe.

Art and Design

By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions.

Music

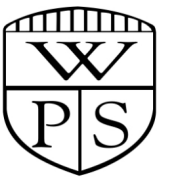
By exploring how music can convey human emotions such as sadness, joy, anger etc. By appreciating the self- discipline required to learn a musical instrument.

Design and Technology

By raising questions about the effect of technological change on human life and the world around them.

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Computing

By exploring aspects of real and imaginary situations and enabling pupils to reflect on the possible consequences of different actions and situations. By considering issues surrounding the misuse and access rights to personal data. By considering if it is fair that some people in this country and in other countries cannot use the internet.

P.E.

By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance. By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.



Social Development (Learning Powers: Be Co-operative, Keep Improving and Don't Give Up)

At Western Primary we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team.
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment.
- Exercise responsibility.
- Understand how societies function and are organised in structures such as the family, school and other social groups.
- Understand the notion of interdependence in an increasingly complex society.

Our school develops pupil social development by:

- Identifying key issues and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive value.
- Promoting racial, religious and other forms of equality.
- Encouraging pupils to work cooperatively.
- Encouraging pupils to recognise and respect social differences and similarities.
- Providing positive experiences to reinforce our values as a school community – e.g., through assemblies, educational visits, school productions.
- Helping pupils develop personal qualities which are valued in a civilised society, e.g., thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of other's needs.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Maths

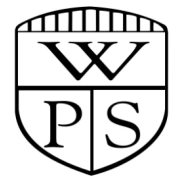
By the sharing of resources within the classroom, turn taking in games and negotiating responses and group problem solving. By recognising maths skills as a tool for everyday life.

English

By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. By providing opportunities for talk in a range of settings.

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Science

By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.

French

By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address in French.

History

By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans. By considering questions about social structure in the past. By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.

Geography

By providing positive and effective links with the community, in Woking, e.g. class visits to Church and other religious buildings.

R.E.

Discussing values that we demonstrate at our school and how these values are demonstrated within our local community. Considering how religious and other beliefs lead to particular actions and concerns Investigating social issues from religious perspectives, recognising the similarities and differences in viewpoint. Pupils' expressing their own ideas on a range of contemporary social issues.

PSHE

By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations. By creating opportunities for pupils to exercise leadership and responsibility. School Ambassadors and Reading Leaders. Charity fundraising for worthy causes both locally and globally. By offering opportunities for after school clubs/breakfast club and access to community.

Art and Design

By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.

Music

By exploring how an ensemble or orchestra works together by discussing and experimenting with what would happen if musicians in a band/group didn't cooperate. By offering the opportunity to join an extra-curricular club e.g. music theatre club.

Design and Technology

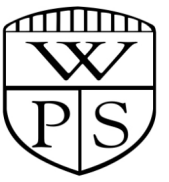
By exploring dilemmas that individuals may face and developing practical solutions to these problems By making a contribution for our learning council for designing new areas of our school. By sharing resources

Computing

By links through digital media services with other schools and communities. By encouraging pupils to research and work collaboratively By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the ways people communicate.

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P.E.

By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc. By developing a sense of community identity through taking part in inter school events. By developing both pupils and staff's skills with our partnership with other schools. By offering a variety of extracurricular sporting activities that are across the key stage, enabling pupils' to work together in a variety of different groupings and contexts.



Cultural Development (Learning Powers: Be Curious and Be Co-operative)

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done through music, Art and many other curriculum areas. (see medium term plans)

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity.
- An interest in exploring the relationship between human beings and the environment.

Our school develops pupil cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language.
- Encouraging them to think about special events in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school's cultural links through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils cultural awareness.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with subject leaders of PHSE, RE, MFL and the School Ambassadors.

Maths

By asking questions about how Roman numerals are used in everyday life. Exploring currency and exchange rates across different cultures. By creating Islamic patterns, rangoli patterns. By carefully selecting resources and examples to include references to other cultures.

English

By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.

Science

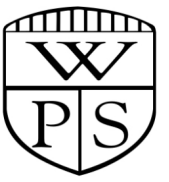
By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.

French

By appreciating the language and customs of others. By exploring the literature and culture of other countries. Including learning French songs. By taking part in cultural occasions through assemblies and class activities and topics.

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History

By exploring the history of Grimsby. By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. By taking pupils on visits to heritage sites e.g. Fishing Heritage Centre and Cleethorpes.

Geography

By exploring cultures that have had, and still have an impact on the local area e.g. Muslim community.

R.E.

Studying people, literature, arts and resources from different cultures through our History and Geography topics as well as in RE. Learn about religion and cultures and how religions and beliefs contribute to cultural identity and practices. Promoting racial and interfaith harmony and respect for all for the common good

PSHE

By exploring how different cultures can offer great insights into how we lead our lives. By having strong links with our local community. By inviting guests with specialist knowledge of other cultures to come and tell us of their experiences. By having assemblies and theme weeks. By providing rich experiences of different cultures in our school trips.

Art and Design

By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness at an age-appropriate level.

Music

By giving some pupils, the opportunity to regularly singing in assembly By encouraging pupils to listen and respond to traditions from around the world e.g. Indian and African music. By appreciating musical expression from different times and places

Design and Technology

By considering cultural influences on design By asking questions about functionality aesthetics.

Computing

By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity. By creating new opportunities to communicate such as social networks. By thinking about how differing cultures access and use the internet and what implications this has on the individual and the culture.

P.E.

By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks. By making links with national and global sporting events such as the World Cup and the Olympics. By exploring rituals surrounding sporting activities e.g. medal ceremonies.