



## SMSC Evidence at Northiam Primary School

### Spiritual, Moral, Social and Cultural (SMSC) Development at Northiam Primary School

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. We have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Northiam Primary School
<b>SPIRITUAL</b>	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> <li>- Regular Assembly topics for t Key Stage 1 and Key Stage 2: Please see assembly timetable.</li> <li>- Assembly timetable recognises key festivals in all religions and special days.</li> <li>-RE curriculum using Agreed Syllabus - Harvest Festival assembly and the support of charity voted for by School Council. - Christmas Carol Concert in within school</li> <li>- Speakers in assemblies to discuss impact on lives;</li> </ul>
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> <li>- RE Curriculum discussions.</li> <li>- Show and Tell in Reception where children explain what they have done when not in school.</li> <li>- Celebration Assembly where children's external activities are celebrated.</li> <li>- Encouraging pupils to share their beliefs with their classes and during assembly.</li> </ul>
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> <li>- RE Curriculum (NEW)</li> <li>- Global learning elements throughout all the topics across school.</li> <li>- Pupil led charity events.</li> </ul>
Encouraging pupils to reflect and to learn from reflection	<ul style="list-style-type: none"> <li>- Positive Behaviour Policy</li> <li>- Charity and fundraising events</li> </ul>

	<ul style="list-style-type: none"> <li>-Macmillan cancer, Children in Need, , Red Nose Day, Kent Air Ambulance, WWF</li> <li>- Regular Collective Worship</li> <li>- Collective worship led by Reverend from village church /Open the Book</li> <li>- RE planning and curriculum; knowledge and response</li> <li>- Lesson reflection – a taught process</li> </ul>
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> <li>- Dedicated SMSC time in lessons/PHSE</li> <li>- Global learning</li> <li>- Positive Behaviour Policy</li> </ul>
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> <li>- Explicit teaching of manners and politeness for pupils and staff</li> <li>- Positive Behaviour Policy rewarding mutual respect and whole class bonus</li> <li>-Reinforcing concepts in whole school assemblies</li> <li>- Class rules across EYFS and whole school and displayed in each room</li> <li>- School Council; regular meetings, display and discussion.</li> <li>- Clear set of values across school and on display.</li> </ul>
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> <li>-Value pupils' questions and give them space for their own thoughts ideas and concerns.</li> <li>-Enable pupils to make connections between aspects of their learning.</li> <li>-Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations.</li> <li>- Encouraging pupil thinking time when answering</li> <li>-Training on Assessment for Learning (AfL) techniques for whole cohort participation and effective questioning</li> </ul>

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<b>MORAL</b>	
<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school</p>	<ul style="list-style-type: none"> <li>- Positive Behaviour Policy with display in each class - Positively worded whole school rules</li> <li>- Regular updates and reinforcement in assemblies</li> <li>- Star of the Week and Writer of the week and recognised in Celebration Friday Assemblies.</li> <li>- Whole school house point system</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>- Trips organised with Religious theme studying different faiths</li> <li>- RE planning</li> <li>- Positive Behaviour Policy</li> <li>- School Council</li> </ul>
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> <li>- E Safety Computing planning - Bullying lessons, assemblies and awareness in lessons and during Anti Bullying Week. Pupil voice in school.</li> <li>- School Council makes decisions on spending PTA funds.</li> <li>-Farm &amp; Forest School</li> </ul>
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> <li>- Positive praise</li> <li>- House points system; weekly, termly and Yearly winners</li> <li>- Celebration assembly with certificates relating to school values and good learning traits.</li> <li>- Lunchtime behaviour slips that reward positive behaviour as well as recognising negative – Golden Time</li> <li>- Termly Attendance Awards - Regular prizes/regular rewards for demonstration of good manners and politeness</li> <li>Pupil led opportunities to support causes and actively influence school rules/ rewarding values</li> </ul>
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> <li>- Reinforcement in Assemblies – children very clear on expectations</li> <li>- Computing planning and policy on line</li> <li>- Respond to national events</li> <li>- When on red/black, consequences delivered which is then followed up by senior leaders.</li> </ul>

<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> <li>- Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property.</li> <li>- Class rules and expectations reinforced by Year 6, Computer leaders and Playground leaders.</li> </ul>
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> <li>- Visitors as part of the collective worship including Reverend from local church</li> </ul>
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> <li>- School Vision displayed on website</li> <li>- Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.</li> <li>- School values displayed and add pupil voice comments on the certain school or British values.</li> <li>- Consistent display within all classrooms with class rules displayed, traffic lights and incentives.</li> </ul>

Good/Outstanding Practice Guidance	Evidence At Northiam Primary School
<b>SOCIAL</b>	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> <li>- Positive behaviour Policy</li> <li>- Consistent whole school Rules</li> <li>- Consistent school vision</li> </ul>
Fostering 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.	<ul style="list-style-type: none"> <li>- All policies have review statement for equality and inclusion.</li> <li>- Competitive Sports Days in Houses</li> <li>- Community events; Carol Concert, Church visits, Harvest celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week,</li> <li>- Family learning through parental talks</li> <li>- Pupils actively engaging community groups into school through Farm School events</li> </ul>
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> <li>- School Council</li> <li>- Learning Partners during class discussions</li> <li>- Regular competitive sporting events</li> <li>- Fundraising Events</li> <li>- Playground leaders</li> <li>- Encouraging others in Celebration Assembly.</li> <li>- Farm School events</li> <li>-Enterprise Club – working with parents – Fellowship Day</li> </ul>
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> <li>- Elements of lessons, when challenging stereotypes.</li> <li>-School Assemblies</li> </ul>
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> <li>- Christmas Productions EYFS and KS1</li> <li>- Christmas Carol Concert</li> <li>- Musical festivals in the local community /Choir competition</li> <li>- Sports Day /Sports Events</li> <li>- Termly topic plans have enrichment and enhancement opportunities with</li> </ul>

	<p>visitors and trips - Enhancement days where dress up / thematic creative tasks</p> <ul style="list-style-type: none"> <li>- Creative high standard topic books.</li> <li>- Residential experiences in Year 5/ 6</li> <li>- Farm School</li> <li>- Forest School @ Great Dixter</li> </ul>
<p>Helping pupils 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.</p>	<ul style="list-style-type: none"> <li>- RE planning and curriculum</li> <li>- School involvement in community events such as remembrance. - Involved in community improvements with Parish Council.</li> <li>- Farm school regularly invites community groups to the school. Children are taught social skills, writing invitation, sharing recipes, engaging with community groups and talking about their learning, acknowledging gratitude to others.</li> <li>- Reflected in our school values; kindness / respect / responsibility.</li> </ul>
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> <li>- Whole school assemblies on aspirations, talents and targets.</li> </ul>
<p>Providing 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.</p>	<ul style="list-style-type: none"> <li>- Pupil elections and democratic vote for School Council Children write own speeches for Council</li> <li>- Pupil training for Playground leaders and Sports champions</li> <li>- Mirror General election with school's own election in Year 6</li> <li>- Pupil voice on selection of House Captains/Head Boy/Girl starting 2019-2020</li> </ul>
<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> <li>- School Council choose how to raise money and fundraise for charities and involved in whole school change.</li> <li>- Children plan further ways to improve our school</li> <li>- Pupils have roles in school such as playground buddies, sports leaders, school council. Have various responsibilities.</li> </ul>
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> <li>- Promoting parents to volunteer to support pupil's learning, including regular reading. Parnet support for Forest &amp; Farm school</li> <li>- Clubs: Parents invited in to work with pupils on creative tasks.</li> <li>- Student teachers</li> <li>- Parents invited in to discuss their work (Year R)</li> <li>-Farm school working with different community groups and working towards</li> </ul>

	an eco school.
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Good/Outstanding Practice Guidance	Evidence At Northiam Primary School
<b>CULTURAL</b>	
Providing opportunities for pupils to explore their own cultural assumptions and values.	- Challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	- Cultural elements in topics studied: South America / Greece / Egypt - Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents	- Differentiation in planning to challenge pupil's learning. - Giving the pupils opportunities to showcase talents: Music/Choir ; inter school sports.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	- In RE and assemblies, children will learn about different events in various religions' calendars. - KS2 visit the theatre. - All children encouraged to showcase their musical skills and show to school in assemblies - Year 6 Leavers service in the church.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	- Visitors from re-enactment groups providing workshops for various year groups ( recently Romans and Greeks) - Yearly theatre trips for some year groups - School visit of local Morris Side to share cultural traditions each year.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	- School's creative curriculum. Plan exciting Quest topics with cultural links - Assistant Principal carries out scrutiny each term looking at cultural opportunities and gives feedback on plans.