

SMSC Definitions and Provision

	Spiritual	Moral	Social	Cultural
What?	<ul style="list-style-type: none"> ○ Be reflective about their own beliefs (religious or otherwise) and perspective on life ○ Knowledge of, 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 	<ul style="list-style-type: none"> ○ Recognise the difference between right and wrong and readily apply this understanding in their own lives, and recognise legal boundaries and, in doing so 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 	<ul style="list-style-type: none"> ○ Use 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 of 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. Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<ul style="list-style-type: none"> ○ Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others ○ Understanding and appreciation of the range of different cultures in the school and further afield as an essential element or their preparation for life in modern Britain ○ Recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities ○ 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. Shown by respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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<p>How?</p> <p>Examples in our curriculum</p>	<ul style="list-style-type: none"> ○ 'Self, Others, Beauty, Beyond' framework used to aid children's understanding: mirror, window, door, candle) ○ Whole School Walks ○ Global Education curriculum ○ PSHE & Relationship curriculum (inc. Heartsmart) ○ RE Curriculum ○ Collective Worship ○ Picture News ○ Outdoor Education curriculum 	<ul style="list-style-type: none"> ○ PSHE & Relationship curriculum (inc. Heartsmart) ○ School values and rules ○ Behaviour policy & principles ○ Restorative Conversations & Practices ○ Picture News ○ Global Education curriculum ○ Collective Worship Themes 	<ul style="list-style-type: none"> ○ PSHE & Relationship curriculum (inc. Heartsmart) ○ Social Skills Programmes (e.g. Lego Therapy) ○ ELSA ○ Learning Gems: Ruby Power (Collaboration) ○ Oracy framework & approaches ○ Restorative Conversations & Practices ○ School Council ○ Behaviour Policy & Principles ○ Community events ○ RE curriculum ○ Picture News 	<ul style="list-style-type: none"> ○ Diversity in school resources (e.g. books, images, music, role models) ○ PSHE & Relationship curriculum (inc. Heartsmart) ○ History Curriculum ○ Collective Worship Themes ○ Picture News ○ School Council System & Projects ○ Musical & Sporting Events: e.g. Whole school production, class assemblies, sporting events, Carols Round the Tree, Nativity ○ Themed days, weeks & workshops ○ RE curriculum ○ Global Education curriculum
<p>2021-22 Examples</p>	<ul style="list-style-type: none"> ○ Year 6 Diocese Project: Spiritual Garden of Reflection (Legacy Project) ○ Year 6 Pilgrimage to South Warnborough Church ○ Year 6 Leavers' Service Winchester Cathedral 	<ul style="list-style-type: none"> ○ Whole School Behaviour Policy Review ○ Anti-Bullying Week & Odd Socks Day: One Kind Word 	<ul style="list-style-type: none"> ○ School Council Elections 	<ul style="list-style-type: none"> ○ Street Artist Art Project ○ Whole School Production: Peter Pan ○ Sports Day ○ Nativity ○ Carols Round the Tree ○ Platinum Jubilee Celebrations & Art Gallery in school & village hall ○ Black History Month: 'Proud to be' ○ 'Go Green for Dyslexia' Day ○ Neurodiversity Week
<p>2022-23 Examples</p>	<ul style="list-style-type: none"> ○ Whole School Walk & Linked Collective Worship: Self-Reflection, connect with others, look for natural beauty, gratitude ○ Diocese Project: Ubuntu ○ Year 6 Pilgrimage to South Warnborough Church ○ Year 6 Leavers' Service Winchester Cathedral 	<ul style="list-style-type: none"> ○ Global Education Week: Fairtrade Theme ○ Anti-Bullying week & Odd Socks Day: Reach Out ○ NSPCC Speak Out, Stay Safe 	<ul style="list-style-type: none"> ○ School Council Elections ○ School Council House Point Project ○ School Council Playground Project ○ Community Open Day: Fairtrade Cafe 	<ul style="list-style-type: none"> ○ Sustainable Art Project: Plastic Bottle Top Art project ○ Global Education Week: Fairtrade Theme ○ Sports Day ○ Small Schools Sporting Events ○ District Sports ○ Black History Month: Time for Change (Actions not words) ○ Neurodiversity week