

How Development and Promotion of Spiritual, Moral, Social and Cultural Learning is Planned for at Upham CE Primary School

All schools are required to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We promote these values alongside and as a result of development of SMSC – these are separately documented in ‘How British Values are Promoted at Upham CE School’, also on our website.

Here is an overview of how SMSC learning is provided for (table is not exhaustive but illustrative):

SMSC Aspect	Through Whole School Curriculum	Through Collective Worship	Through Wider Opportunities	
Spiritual Development	Reflect in order to inform perspectives & interest & respect for others'	<ul style="list-style-type: none"> • Teachings explored in order to promote individual perspective – themed overviews planned • Multi-cultural (and multi-religion) links made wherever appropriate and used to build wider awareness and respect for potential contrasting beliefs. • Assemblies used to draw attention to World/ local events/ issues. 	<ul style="list-style-type: none"> • Church services with families used to explore themes with prayers/ descriptions of actions • Anti-Bullying week used to promote awareness of others • Charitable collections throughout year based on exploring the need behind this. 	
	Sense of enjoyment & satisfaction	<ul style="list-style-type: none"> • Blended curriculum model used in KS1 & 2 designed to motivate and engage. • Child-centred learning in EYFS. • Trips, visits and visitors used to stimulate learning and provide different experiences. • Curriculum areas used to provide motivation contexts for other learning. 	<ul style="list-style-type: none"> • Children encouraged to participate whenever they choose in sports/ musical activities – rather than through selection. • Children’s views used to shape after school club provision. • Opportunities to perform and shape achievements regularly. • Wide range of sporting and other opportunities offered across KS1 & 2. 	
	Imagination and creativity	<ul style="list-style-type: none"> • Blended curriculum used to stimulate creative contexts and responses • High value on The Arts • Time given for creativity in sustained work eg ‘the Big Write’ in KS2. • Children encouraged to make links between learning domains. • Learning is sometimes blocked to enable creativity to be developed and followed through. 	<ul style="list-style-type: none"> • Presentation style used to encourage problem solving to discover teachings. • Ideas collected with judgement (ie not right or wrong). • Climate of sharing and open discussion. 	<ul style="list-style-type: none"> • Participation in inter-school events eg Vocal festivals, singing. • Church services a vehicle for expression of ideas through musical and visual arts – classes rotate responsibilities eg church hall decoration. • Event days/ weeks used throughout year.
	Willingness to reflect on experiences	<ul style="list-style-type: none"> • Use of ‘footsteps’ to structure reflection about learning process • Marking policy designed to promote individual response. • Success criteria used to independently self assess. 	<ul style="list-style-type: none"> • Reflectiveness is part of every worship, often leading to personal interpretation through prayer. • Celebration assemblies used to share reflections and role model this to others. 	<ul style="list-style-type: none"> • Behaviour management encourages reflection. • Residential visit designed to help children set goals. • Cross-age interactions throughout school used to model.
	Recognise	<ul style="list-style-type: none"> • PSHE curriculum used to 	<ul style="list-style-type: none"> • Themes throughout year 	<ul style="list-style-type: none"> • Behaviour management

	difference between right and wrong	<p>explore actions in different contexts.</p> <ul style="list-style-type: none"> • RE curriculum used to explore actions within religious contexts/ instruction – what right and wrong looks like from these perspectives. • Classroom management (with code of conduct) used to support children’s decision making. 	<p>planned to explore what right and wrong looks like – interpreted at a personal level. Informed by biblical teachings and stories but also significant people, past and present.</p> <ul style="list-style-type: none"> • Celebration assemblies used to reward kindness and ‘right’ decision making. • 	<p>policy written in terms of actions and responsibilities.</p> <ul style="list-style-type: none"> • Key phrase (Be kind to others, treat them how I want to be treated, in the way God loves all of us’ used to explore what is right. • Shining stars used as positive role models to others.
	Understand consequences of behaviour and actions	<ul style="list-style-type: none"> • PSHE curriculum discussing potential consequences with Drama used to explore. • Clear sanctions for actions within behaviour policy. • Climate of inclusion of others throughout classes. 	<ul style="list-style-type: none"> • Biblical stories used to explore actions of individuals (positive and negative) with the positive and negative implications – spiritually as well as more obvious social & physical. 	<ul style="list-style-type: none"> • Some responsibilities treated as jobs to be applied for to help engage with implication of taking up the responsibility. • Cross-age interactions, especially buddies, used to exemplify positive actions. • Praise and sanctions used related to processes and effort not necessarily outcomes (to create positive mindsets).
	Offer views about moral & ethical issues	<ul style="list-style-type: none"> • Within classes, in an age-appropriate manner, local, national and international issues are explored with personal thought about ethics eg Paris bombings. • During conflict, children encouraged to share their perceptions and recognise points of view. • Ethical aspects explored through curriculum eg slavery in History, treatment of Jews in RE, fair trade in PSHE. 	<ul style="list-style-type: none"> • Ethical areas and choices made by individuals (some within bible, many not) explored. • Themes planned to explore aspects such as charity. • During the Christian year, key times used to develop thoughts about working with others eg Harvest and Lent, and why. 	<ul style="list-style-type: none"> • Charity fundraising in response to perceived needs. • Engagement with charities to explore the work they do – eg visits by Nightshelter • Whole school events to consider particular ethical actions eg remembering wars of the past at Remembrance. • School council making decisions about improvements – representing classes.
Social Development	Use a range of skills in a range of contexts with all others	<ul style="list-style-type: none"> • Mixed age/ ability/ gender groups used across curriculum. • Models of ability group used infrequently, interactions less directed by teacher. • Occasions of non-inclusive attitudes by children challenged. • Opportunities for genuinely collaborative learning, not just simple cooperation, planned for across curriculum. 	<ul style="list-style-type: none"> • Discussion across groups used frequently as a normal part of worship. • Family groups used to ‘group’ children in cross age clusters fro worship when interactions outside of friendship groups are being encouraged. • Variety of staff and visitor leads. 	<ul style="list-style-type: none"> • Children encouraged to interact cross-age (and gender) throughout school at playtime, lunch and other structured activities. • Sports Day and other whole school events conducted whole school, with interactions built in. • Buddies as exemplar role models to others about how to interact and consider needs of others (who may be very different to themselves). • Off site sports/ Arts events.
	Willingness to participate in variety of communities/ settings	<ul style="list-style-type: none"> • Footsteps used to focus children’s understanding of contributing meaningfully in social contexts in order to extend learning. • Social skills developed off site during trips, visits and residential. • Wide variety of contexts planned eg oral, practical, 	<ul style="list-style-type: none"> • Celebration assembly used to praise achievements of all and ensure everyone recognises these in each other. • Climate of regular volunteering to read texts, engage in drama, says prayers and contribute ideas. 	<ul style="list-style-type: none"> • Opportunities planned to engage with other people eg residents, Parish councillors, visitors. • Children encouraged to participate whenever they choose to in sports/ musical activities – rather than through selection. • Climate of volunteering for

		performing, paired, group planned across curricular learning.		responsibilities/ tasks – role modelling.
Cultural Development	Understand influences that shape own cultural heritage	<ul style="list-style-type: none"> History and RE used to explore particular development of modern society eg Romans invasion, local significance of King Alfred. Etymological links made throughout spelling and English activities to better understand language origins. 	<ul style="list-style-type: none"> Anglican history and nature explored and referred to in context – contrasted with other Christian denominations and other religions. Key aspects of Christian year planned eg Saints days Assemblies used to explore key Historical events through anniversaries eg Trafalgar Day. Staff modelling particular cultural heritage of being British eg Welsh heritage. 	<ul style="list-style-type: none"> Sports Day and sports ambassadors used to explore major sporting fixtures and British identity eg Rugby World Cup. Traditional country dancing club and opportunity to participate in village event. Value placed on school-traditions and the origins of these eg bell ringing for leavers, Christmas ‘make’, school’s 1814 heritage etc. Publicly displayed reminders of school’s origin – Bicentenary Artwork in hall/ front of school/ displays.
	Understand and appreciate cultures within school and beyond	<ul style="list-style-type: none"> Particular EAL contexts explored and shared eg different language word prompts in classes, library books etc. Children given opportunities to share and describe personal experiences – where these relate to particular cultural heritage are encouraged and praised, with learning opportunities made for others. PSHE work about similarities/ differences RE curriculum features units which explore individual uniqueness. 	<ul style="list-style-type: none"> Festivals and traditions from different countries and cultures explored and made explicit to others eg Polish Harvest traditions – incorporated into whole school work to give value. Frequent links made to connections from families eg to New Zealand, South Africa, France etc. Multi-cultural links made to other cultures eg Chinese New Year, sometimes linked to Anglican traditions eg Germanic tradition on Epiphany. 	<ul style="list-style-type: none"> Specific supports for EAL children; supporting a buddy to communicate with child with no English. Displays used to share cultural identities beyond the class to whole school. Any incidents of racial bullying, which may occasionally occur, are dealt with swiftly under the Headteacher’s lead.
	Willingness to participate to artistic, musical, sporting and cultural opps.	<ul style="list-style-type: none"> Footsteps used to focus children’s understanding of contributing meaningfully in social contexts in order to extend learning. Understanding of other cultures developed through off site during trips, visits and through visitors. Wide variety of contexts to explore aspects of other cultures across curriculum eg English texts, Historic cultures such as Egyptians, through RE connections etc. 	<ul style="list-style-type: none"> Celebration assembly used to praise achievements of all and ensure everyone recognises these in each other. Climate of regular volunteering to read texts, engage in drama, says prayers and contribute ideas. 	<ul style="list-style-type: none"> Opportunities planned to engage with other people eg residents, Parish councillors, visitors. Children encouraged to participate whenever they choose to in sports/ musical activities – rather than through selection. Climate of volunteering for responsibilities/ tasks – role modelling.

<p>Interest in exploring and improving understanding of and show respect for cultural diversity – shown through tolerance</p>	<ul style="list-style-type: none"> • Blended curriculum used to plan engaging experiences resulting in positive, respectful attitudes. • Specific learning about other cultures eg EYFS Native American cultures, stimulated through participation in music, dance, stories etc. • Interactions with visitors of different cultures opportunities to demonstrate respectful social skills. • Displays used to give value to explored learning – treated positively by others. • Specific cultural contexts explored within subject learning eg origins of Indonesian Gamelan drumming in music. 	<ul style="list-style-type: none"> • Assemblies used to explore key festivals from other religions and make comparisons with Christianity. • Opportunities to ask questions and discuss own lines of enquiry during multi-cultural learning. • Comparisons made between the Abrahamic religions to explore similarity across faith (as well as differences). 	<ul style="list-style-type: none"> • Whole school events and activities to explore other cultures. • Multi-cultural week used to raise awareness and create a vibrant climate of positive learning and sharing of this learning. • Inclusive practices regarding all selections for teams/ participants used throughout school. • Library resources
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