



## Priory Junior School

### Spiritual, Moral, Social and Cultural Provision (SMSC)

#### Spiritual

##### **Definition**

- 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.

##### **Provision**

RE Curriculum  
 Curriculum themes eg. Y6 – Anne Frank / Skellig;  
 Evolution Y5: The Long Road to Freedom; Y4: Life 100 Years Ago;  
 Y3 Church Visits; Y5 Multi-Faith trip  
 Weekly class circle times.  
 Steps to Success work – reflecting on learning  
 School Values – linked into assemblies  
 Christingle and Harvest assemblies  
 Class assemblies  
 Sharing assemblies  
 Visitors to assemblies – vicar  
 Vision – 'Be the Best You Can Be'  
 Restorative Approaches / Peer Mediators  
 PSHE curriculum  
 Inclusion worker / play therapist  
 Child-led questions about themes  
 Choices within lessons  
 Homework has independent choices for outcomes

##### **Impact**

Ethos / climate of the school is welcoming, and one where all are respected.  
 Assemblies form a focal point for reflection and discovery about the world.  
 Children enjoy assemblies (children's survey).  
 Christingle / harvest and class assemblies promote team work, and a community spirit.  
 Circle time develops children's understanding of each other, and respect for difference.  
 Themes for learning engage the children and promote an enthusiasm for learning.  
 Trips to places of worship, the RE curriculum and visitors enable children to develop an understanding of different beliefs.

## Moral

### **Definition**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

### **Provision**

Values form moral code

Whole-school assemblies

Restorative approaches

Peer Mediators

Anti-Bullying Week

Y5 curriculum theme 'The Long Road to Freedom'

African Drumming and storytelling

Y3 theme 'The Tunnel' by Anthony Browne

Y6 letter writing to the mayor

Charity Appeals

Circle time / PSHE Curriculum

Talk Partners

Rewarding good behaviour / demonstrating school values through Golden Tickets / Top Table

Individual Learning Reviews

### **Impact**

Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.

Pupils are able to give reasons for things being right and wrong.

A calm and positive atmosphere pervades.

Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.

Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.

Pupils have time to reflect and consider their thinking.

Pupils are keen to raise funds to help others – and organise their own fund-raising activities too.

## Social

### **Definition**

- use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Provision**

Collaboration – key learning driver underpins curriculum – opportunities identified to develop

Luminus Young Wardens Scheme

Peer Mediators

Age-appropriate responsibilities within classes / school

Summer fete – devising fund-raising activities and running

Y6 Play Leaders

Open Evening – children lead activities

Restorative approaches / Circle times

After-school clubs – wide range

Assemblies: Class assemblies / Christingle / Harvest

Inclusion Worker and Play Therapist

Y3 role in transition – mentoring Y2s

Healthwatch project / writing to mayor

School Council and Pupil Forums

Y4 and Y6 Residential visits

Christmas performances / End of Year play

Visitors: Anti-bullying theatre show / visiting authors / Olympians / African heritage centre

Multi-faith visits – mosque / gurdwara and churches

Charity support – Children in Need / Comic Relief

### **Impact**

Pupils are able to work co-operatively.

Pupils are able to socialise with a wide range of people and pupils.

We receive positive comments from the community when we go on trips and when we receive visitors.

Pupils are developing personal qualities which are valued in a civilised society.

Pupils build relationships and friendships.

Strong sense of school as a community.

Pupils understand the democratic process.

Widening of pupil horizons.

Pupils feel they have a say in their school.

Pupils exercise responsibility.

See also: British Values audit

## Cultural

### **Definition**

- 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 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, 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 the local, national and global communities.

### **Provision**

RE Curriculum

Visitors – vicar / African heritage centre

Assemblies

Curriculum themes

PE – dance themes

Music – Y3 recorders / Y4 Clarineo group

Individual music lessons

School choir – Young Voices O2 Concert

Sports teams – football / TAG rugby / cross-country / athletics / gymnastics

Sports Day

School Trips

Visitors – authors / Olympians

Remembrance assembly

FOPJS Christmas Lantern walk with infants school

Summer fete

St Neots art exhibition

Writing displays within school

Y5 Theme ` The Long Road to Freedom`

Y5 Maths challenge / Y6 Science challenge

Learning drivers

'Proud to be Priory' / 'Be The Best You Can Be' displays

### **Impact**

Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.

Pupils have an understanding of a world outside their own.

Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.

Pupils are enthusiastic to take part in the wide-ranging activities – take-up is high.

They experience opportunities for awe and wonder.