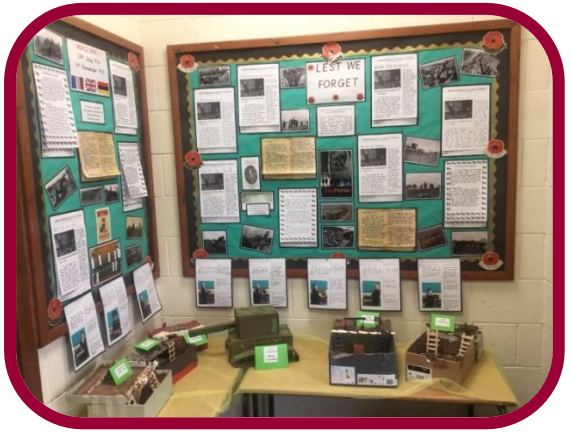
# Spiritual, Moral, Social and Cultural Development at Newtown Community Primary School

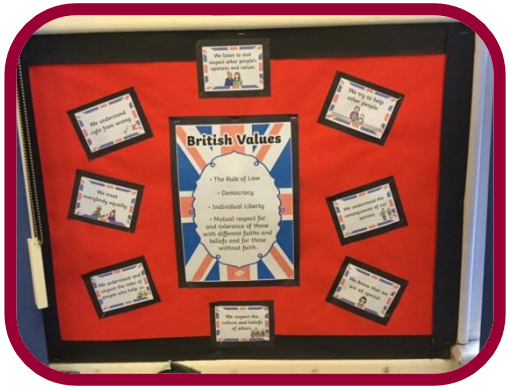


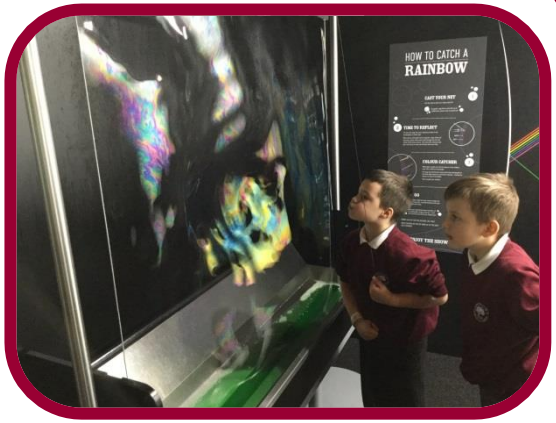








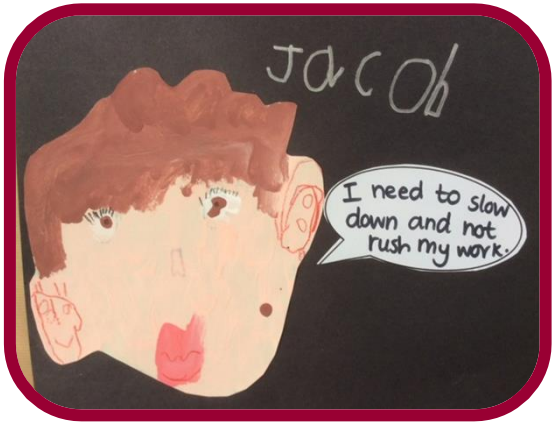












# SMSC and British Values at Newtown Community Primary School

**All schools are required to develop children's Spiritual, Moral, Social and Cultural Understanding (SMSC).**

**Within this development schools are also expected to help children prepare for life in modern Britain.**

**This table shows the expectations: Below we have included some examples of how we do this**

| Spiritual | Moral | Social | Cultural |
|---|---|---|---|
| • 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<br>• sense of enjoyment and fascination in learning about themselves, others and the world around them<br>• use of imagination and creativity in their learning<br>• willingness to reflect on their experiences. | • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England<br>• understanding of the consequences of their behaviour and actions<br>• 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. | • use of 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<br>• 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<br>• 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in mod ern Britain. | • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others<br>• 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<br>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain<br>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities<br>• 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. |

**Preparing for life in Modern Britain**

**Non prejudicial or discriminatory**

**Democracy**

**Respect for the rule of law**

**Acceptance and tolerance of belief and choice**

**Public accountability and the difference this makes**

**Freedom of choice is protected in law**

| Spiritual | Moral | Social | Cultural |
|---|---|---|---|
| Whole school art themed term including visiting artist, creating whole school art project<br><br>Use of meta-cognition through self-assessment, peer assessment and regularly responding to teachers marking<br><br>Visit to Larkham Farm to watch the lambs being born for Year 1 and Year 2<br><br>Key Stage 1 Developing a mural at the Newtown Memorial Garden<br><br>Visit to @BRISTOL for Year 4<br><br>Circle time activities<br><br>NSPCC Say it<br><br>Assemblies programme<br><br>Weekly current affairs class assemblies<br><br>Visiting artists<br><br>Whole school art unit<br><br>Singing sessions<br><br>Whole school term theme on identity – Who you are, where you are from and why that matters<br><br>Following the Wiltshire Religious Education syllabus | Use of well chosen high quality reading texts underpin guided reading and literacy work.<br><br>Texts are chosen to stimulate debate around moral issues and dilemmas as well as enrich cultural and historic understanding.<br><br>E.g. Robin of Sherwood in Year 5, Kensuke's Kingdom in Year 6, Atticus Claw Breaks the Law, Stig of the Dump in Year 3<br><br>PSHE Curriculum<br><br>Circle time activities<br><br>Involvement in school decision making<br><br>Youth Parliament<br><br>Behaviour structures<br><br>Restorative actions and accountability.<br><br>Reward systems that credit learning skills and positive behaviour choices such as the 'Golden Lunchbox', weekly Superstar and Headteacher Commendations with reward visits to Waterstones<br><br>Events that expose children to win and lose acceptance and the benefit of participation such as Sports day and PE sessions<br><br>Weekly current affairs class assemblies<br><br>Assemblies programme<br><br>Visits from CPSO<br><br>Children are given the responsibility to look after playtime enrichment equipment.<br><br>High value is put on effort and presentation in | Christian lunch choir performance<br><br>Annual Bradford on Avon Wiltshire Music Festival for Year 5<br><br>West Wiltshire Dance Festival at the Forum for Key Stage 1 and Year 6<br><br>PSHE Scheme delivered by the Sports and Health Coach<br><br>Play times are structured to provide activities that enable all groups of children to play and socialise together. They are also planned to challenge stereotyping.<br><br>NSPCC Visits<br><br>Circle time activities<br><br>Children voting termly on a choice of learning rewards as an end of term treat.<br><br>Assemblies programme<br><br>Residential visit to Braeside to develop understanding of risk and the importance of working within expectations to maintain everyone's safety<br><br>Weekly current affairs class assemblies<br><br>Young interpreters scheme<br><br>Partner class days<br><br>Foodies groups and nurture sessions<br><br>Lunchtime intervention group<br><br>Playtime leaders<br><br>Fund raising and making a difference to others e.g. Comic relief | Weekly specialist singing assemblies<br><br>Visit to Tithe Barn Bradford on Avon for Performance of Romeo and Juliet<br><br>Visit to Stonehenge for Year 3<br><br>Visit to Theatre Royal Bath for Year 5<br><br>Visit to the Baths – Bath Spa Year 6<br><br>Circle time activities<br><br>Involvement in extracurricular and outside of school activities<br><br>Weekly specialist singing assemblies<br><br>Year 6 Unit on what makes Britain an amazing country to live in with a focus of democracy and civil liberty.<br><br>Rights week voting for class Rights Rep's<br><br>Assemblies programme<br><br>Visits and visitors places of worship, museums and galleries<br><br>Visiting musical groups from a range of ethnic and cultural backgrounds<br><br>Use of culturally important and relevant stories within literacy e.g. Romeo and Juliet in Year 6, Robin Hood by Michael Morprugo in Year 5 and Elma in Reception<br><br>St James's Christmas Carol Service<br><br>World War 1 Research topic in Year 5 |

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|---|---|---|---|
| | learning.<br>Bike-ability encourages responsibility.<br>Junior Good Citizen experience for Year 6<br>Rights respecting award<br>Rights week | Making a difference to others through the regal court retirement home visit programme: Knit and Natter, Art Workshop and Fooides<br>Involvement in community projects. 'Regal Court', memorial gardens, Christian Aid, supporting the Trowbridge Foodbank | |