



How we promote SMSC at Holy Family Catholic Primary School

Spiritual	Moral	Social	Cultural
<p>RE Assemblies</p> <p>Collective acts of worship and support for personal acts of worship. This will aid the development of insights, principles, beliefs, attitudes and values which guide and motivate us. Developing understanding of feelings and emotions which support reflection and learning. Developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.</p>	<p>RE Behaviour Policy School Ethos Charitable Projects</p> <p>This is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about pupil's understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views. Providing opportunities to promote racial, religious and other forms of equality</p>	<p>PSHE Pupil Voice provision Nurture Groups</p> <p>This reflects how the school promotes opportunities for our pupils to work effectively with each other and participate successfully in the community. It involves the inter-personal skills for successful relationships and the development of skills and personal qualities necessary for living and working together</p>	<p>Citizenship Duties to promote Community Cohesion and Race Equality Access to the Arts MFL</p> <p>This is how the school develops pupil's understanding and respect of cultures, including their own, and reject discrimination based on difference. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures.</p>
How is it evidenced?			
<p>Multi faith RE Curriculum</p> <ul style="list-style-type: none"> • Whole school assemblies and school values • School mission statement • Visitors from different faiths e.g: to celebrate Diwali • Residential visits • Harvest festival • SEAL • Nurture groups • Visits to Church • Singing assemblies • Opportunities to reflect on their experiences in particular through Collective Worship. • Class assemblies 	<p>RE Curriculum</p> <ul style="list-style-type: none"> • Age appropriate responsibilities • Mission statement and values • Circle Time • Anti- Bullying week • E safety week and lessons. • School trips and residential trips. • Whole school assemblies and school values • Pupil Voice • Class Monitors/ House captains • School Council • Positive Behaviour Plans • Charity appeals • PSHCE Curriculum • Extra-Curricular Activities 	<ul style="list-style-type: none"> • Circle Time • School Council • Eco Council • Extra-Curricular Clubs • P.E and Sports competitions • School visits • SEAL • Learning Support nurture group • Transition visits • Charity support, .e.g. Children In Need, CAFOD, Marie Curie • CPD • Extending community links e.g working with Belong/ Carol concert • Group work in lessons • Peer support 	<p>Arts Week</p> <ul style="list-style-type: none"> • Curriculum opportunities • Visits to Art Galleries • Music events • Visits to Library • Book Days/Week • School trips to museums etc • Opportunities to take part in school productions/performance • Theatre company visits to school • Cultural/Diversity Days e.g. Traveller Visitors • Anti-Bullying week • Visits from people from different Cultures e.g. Travellers • Celebration of different festivals e.g

	<ul style="list-style-type: none"> • Class rules • Worker of the Week Awards • Class reward systems and house points • Restorative Justice 	<ul style="list-style-type: none"> • Residential visits • School productions • Sports Days • Play leaders 	<p>Chinese New Year</p> <ul style="list-style-type: none"> • SEAL assemblies • MFL in school • Sports Days/Week • Recorder for Year 4 • Opportunities for individual instrument lessons • Reading challenges
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Impact on the pupils

<ul style="list-style-type: none"> • Children start to show empathy, and show ability to reflect on their own and others' achievements. • Pupils develop attitudes, values and principles. • There is an increased ability for them to empathise with others and see beyond the self. • Pupils have a first-hand experience of places of religious worship. • A respect for themselves and others. • An awareness and understanding of their own and other's beliefs. 	<ul style="list-style-type: none"> • Pupils have more confidence in themselves and in their community. • Pupils are able to give reasons for things being right and wrong. Explore truth, justice, equality of opportunity. • Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively. • Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong. • Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others. 	<ul style="list-style-type: none"> • 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 build relationships and friendships. • Close knit school community. • Widening of pupil horizons. • Pupils feel they have a say in their school. • Pupils exercise responsibility. 	<ul style="list-style-type: none"> • 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. • They experience opportunities for awe and wonder.
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