



APPLEFORD SCHOOL SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY (SMSC)

This policy, which applies to the whole school, including the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours **including** activities away from school. This policy also takes into consideration the National Minimum Standard (NMS) for residential special schools (RSS).

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by Dr Peter Gardner (Managing Director), the Advisory Board and Mr David King (Headmaster). The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Policy agreed: September 2025

Date Reviewed: September 2025

Date of Next Review: September 2026

Signed:

Dr Peter Gardner (Proprietor and Managing Director)

Mr David King (Headmaster and Company Director)

Rationale: We actively promote SMSC in our school. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programmes of study along with activities which extend beyond the classroom door including those of a residential nature. In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, Personal, Social, Health and Economic Education (PSHEE) makes a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Appleford builds resilience to radicalisation of its pupils by promoting fundamental British values. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school prevents extremism, please see our 'Preventing Extremism and Radicalisation' Policy.

For pupils to benefit fully from their time at Appleford, we must ensure that they have the best teaching and pastoral care and they must ensure that they try to meet the expectations placed for them in work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils.

Appleford supports pupils' SMSC development and suitably prepares pupils for life. The whole-school community works towards building a positive climate and ethos of the school and enables pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. The definitions and practices that follow are intended to clarify the ways that Appleford factors Spiritual, Moral, Social and Cultural Development into everyday school life. Appleford School is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence with an open mind.

There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work of the school. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. There is also a commitment to the virtues of respect for oneself and others, truth, justice and honesty. The curriculum promotes and sustains a thirst for knowledge and understanding and instils a love of learning. It covers a wide range of subjects and provides opportunities for academic and extracurricular excellence.

As part of our Behaviour Management Policy, Appleford School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, gender, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We plan our PSHEE education and citizenship to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. It is incumbent on us to focus our policy upon the values and principles which we inculcate in our children and young people through the application of our ethos and education throughout the school.

The Vision and Values of Appleford School: Appleford School fosters a passion for excellence along with mutual respect and understanding. Believing in the worth of each individual and the importance of enduring relationships, Appleford School seeks to embody and instil the values of personal responsibility, civility, compassion, justice and truth.

Aims

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to understand what is right and wrong in their school life and life outside school;
- Encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities;
- Enable pupils to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Enable pupils to acquire knowledge and reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Actively promote principles that encourage pupils to respect fundamental western civilisation and British values such as democracy and the rule of law;
- Develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;
- Provide pupils with a broad general knowledge of public institutions and services;
- Provide a range of artistic, sporting and other cultural opportunities; and
- Enable pupils to overcome barriers to their learning.

Our aims prevent the political indoctrination of pupils through the curriculum. Our aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils in our school should not, however, be actively encouraged to support particular political viewpoints. Should a member of staff be concerned that an extremist viewpoint is being expressed, regardless of the involvement of that member of staff in the discussion, then it should be reported to the school's Designated Safeguarding Lead (DSL).

Promotion of British values: We actively promote fundamental British values by virtue of our approach. Evidence of this commitment to promoting British values can be seen across the school. We pay particular regard to the protected characteristics set out in the Equality Act 2010. We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain), through co-curricular activities. Our School Council (whose members are voted for by the pupils) ensures that all pupils within the school have a voice that is listened to and demonstrates how democracy works.

At Appleford School, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism and radicalisation, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We are able to promote tolerance and community cohesion by helping young people understand different lifestyles and cultures as well as respect and harmony between different cultural traditions and non-discrimination against protected characteristics are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern Britain and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England. Our school encourages an understanding of the separation of power between the executive and the judiciary, and that while some public bodies such as the police can be held to account through Parliament, others such as the courts maintain independence. Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety. We provide a balanced view regarding teachings, beliefs or opinions nor do we promote discrimination against people or groups on the basis of their belief, opinion or background.

Preparation for Life in British Society: In our School we develop all our pupils to ensure they have the values, skills and behaviours they need to get on in life. All children receive a rich provision of classroom and co-curricular activities that develop a range of character attributes, such as resilience, which underpin success in education and future employment.

Building Children's Resilience to Racialisation through the Promotion of British Values: Appleford School builds resilience to radicalisation of its pupils by promoting fundamental western civilisation values including those embedded in the British way of life. We provide a safe space in which our pupils can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine and recorded on CPOMS as well as notifying the DSL or DDSL.

Spiritual Development: Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. Spiritual development is not the same as religious development. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing. Spiritual Development is the non-physical aspect of a person concerned with profound thoughts, relating particularly to religious faiths including:

- that which moves people;
- a set of values and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- an understanding of feelings, experiences, emotions;
- a sense of empathy with others, concern and compassion;
- a sense of purpose and respect for themselves and others;
- an increasing ability to reflect and learn from this reflection;
- a sense of awe, wonder and mystery;
- insights into a personal existence which are of enduring worth;
- valuing a non-material dimension to life;
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs;

- a readiness to challenge all that would constrain the human spirit e.g. indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination; • the relationship between belief and behaviour;
- a sense of heightened perception or awareness;
- an appreciation of the intangible e.g. truth, love, goodness, order, being moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language – as well as for mystery, paradox and ambiguity; a respect for insight as well as for knowledge and reason;
- an expressive and/or creative impulse;
- a sense of being part of a greater whole;
- a search for meaning and purpose; and
- the attribution of meaning to experience.

Appleford School promotes spiritual development through:

- providing and encouraging a positive ethos;
- the values and attitudes the school identifies, upholds and fosters;
- focusing on positive 'success' rather than negative 'failure';
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings;
- encouraging pupils to explore and develop what animates and inspires themselves and others;
- giving children the opportunity to reflect and to experience times of quiet (e.g. circle time);
- encouraging children to listen to and consider the ideas and experiences of others;
- encouraging pupils to express innermost thoughts and feelings through the curriculum
- accommodating difference and respecting the integrity of individuals;
- providing opportunities for pupils to learn about and respond to a variety of beliefs and values;
- promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns;
- enable pupils to make connections between aspects of their learning;
- encourage pupils to relate their learning to a wider frame of reference;
- encouraging pupils to think independently
- fostering a fascination and enjoyment in learning; and
- using imagination and creativity in learning.

Our school also encourages children to develop a personal spirituality through:

- reflecting on their own and other people's experiences;
- acquiring self-knowledge;
- thinking about their own beliefs, values and aspirations;
- forming personal responses to questions about the purpose and meaning of life; and using imagination

Moral Development: Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions. Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Appleford School promotes moral development through:

- making it clear what kinds of behaviour are expected;
- enabling pupils to distinguish right from wrong through a clear moral code as well as respect for the civil and criminal law of England;
- taking steps to ensure that where political issues are brought to the attention of pupils in the teaching of any subject in the school they are offered a balanced presentation of opposing views;
- promoting measures to prevent discrimination;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty;
- rewarding expressions of moral insights and good behaviour;
- making an issue of breaches of agreed moral codes where they arise;
- modelling the principles which our school wishes to promote;
- encouraging pupils to take responsibility for their actions;
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable; giving pupils opportunities across the curriculum to explore and develop moral concepts and values; developing an open safe learning environment in which pupils can express their views;
- extending children's knowledge and understanding of a range of values in society;
- developing children's ability to make moral decisions;
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions;
- providing opportunities for pupils to explore moral issues in a contemporary context;
- reinforcing our values through images, posters, classroom displays, screensavers, exhibitions; and
- monitoring the success of what is provided in our school.

Our school promotes moral development through:

- making it clear what kinds of behaviour are expected;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty and
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.

Social Development: Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Appleford School promotes social development through:

- encouraging children to relate positively to others;
- encouraging pupils to recognise and respect social differences and similarities;
- helping pupils develop personal qualities which are valued in a civilised society;
- encouraging adults to set high standards in their relationships with each other;
- providing a model of purposeful and harmonious community;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group;
- encouraging the use of social skills and decision making in group work;
- exploring the way in which communities and societies function at a variety of levels.

- encouraging children to take responsibility and show initiative;
- giving children an understanding of their role within the wider community.

Additionally, our curriculum strives to promote children's social development by:

- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels

Cultural Development: Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

Appleford School promotes cultural development through:

- encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society;
- adopting the view that diversity makes the world a richer place.
- encouraging respect for democracy and support for participation in the democratic process, including respect or the basis on which the law is made and applied in England;
- identifying key values on which our school community life is based; furthering tolerance and harmony between different cultural traditions; encouraging an understanding of how children can contribute positively to the lives of those living and working in the locality and to society more widely;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures;
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- extending pupils' knowledge and use of cultural imagery and language;
- recognising and nurturing particular gifts and talents;
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- developing partnerships with outside agencies where appropriate for individuals to extend pupils' cultural awareness, e.g. theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- reinforcing our school's cultural values through displays, posters and exhibitions;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- encouraging children to engage with a variety of cultures;
- understanding and responding to cultural diversity;
- monitoring the success of what is provided in our school.

Equal opportunities: Please refer to our Single Equalities Policy.

Putting ideas into practice: To ensure that pupil's SMSC development is effective, there are three aspects of the school which need to be considered: our school ethos; the pastoral support for pupils; and the curriculum. We believe in engendering in young people a love of lifelong learning. Appleford School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific and physical education with opportunities to explore technological, human and social, aesthetic and creative education.

Social, Moral, Spiritual and Cultural promotion within the curriculum. The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. Our curriculum prepares pupils for the opportunities, responsibilities and experiences of adult life as well as promoting community cohesion. The staff team must be aware of these responsibilities; know how respective curriculum areas might be used and plan accordingly; and be alert to the many every day, unplanned and incidental opportunities that can provide important starting points for discussions and learning.

Linguistics: This area is concerned with developing pupil's communication skills and increasing their command of language through listening, speaking, reading and writing. The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature; drama and stories which create opportunities for moral judgements.

Mathematics: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including: practical activity, exploration, group work on a shared topic or investigation promoting an appreciation of the input of all members of the group; an appreciation of the inherent pattern and beauty of mathematics; the promotion of positive attitudes towards mathematics through appropriate groupings; and an understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian - and understanding of the role and importance of these cultures.

I.T: Technological skills can include the use of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. Working together to create a graphic design or study; researching religious artefacts on the internet; following the Internet Access Policy; and setting up e-mail correspondence with another school from a different country.

Science: This area is concerned with increasing the pupil's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. The development of an understanding of our place in the great scheme of things by studying space or life processes; an appreciation of moral questions as scientific knowledge increases, e.g., the use of animals for research; an awareness of the cultural background of science; and the study of cause and effect.

Spiritual, Moral, Social, Cultural Development: Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment, e.g., supporting children to make good choices in all areas, especially their behaviour and understanding the impact of this on others.

Human and Social: This area is concerned with people and their environment, and how human action now and in the past, has influenced events and conditions.

Design Technology:

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- Appreciating design in nature.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

History: The study of artefacts, buildings, churches, etc., gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics; moral issues can be considered, for example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain; and studying the cultures of other times – Egyptians, Romans, etc., builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography: The study of different localities helps our children to understand the background, way of life and values, etc., of different people and cultures. For example, the Inuits (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own; tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life; local studies will encourage an awareness of the child's place, family, home, dependency

upon other individuals, people and cultures and needs in the great scheme of things; and environmental issues and concerns can be discussed, e.g. recycling.

Aesthetic and creative: This area is concerned with the process of making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but some make a strong contribution, including art, music, dance, drama and the study of literature.

Art: Studying great works of art can give an insight into the culture of other people and provide a strong link with the past; art can provide a valuable tool to study the past and make social or moral comment on it; multicultural art, the art of different religions and the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own; and the appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music: Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons; music of the fields, sea shanties, slave songs, etc., can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.

Physical Education: This area aims to develop pupil's physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils will also acquire knowledge and understanding of the basic principles of fitness and health. Caring for our bodies and respecting the health of others; obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important; appreciating the aesthetic beauty of the movements of gymnastics or dance; building team spirit, being a good team member, valuing the contributions of others to the team; and learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

Personal, Social, Health and Economic Education/Citizenship: Listening to others; holding discussions leading to written work; drama and role play linked to choices; drawing pictures of feelings and emotions.

Links with the Wider Community: Visitors are welcomed into our school to speak to the pupils. Visits to places of cultural venues such as theatres, museums and libraries are an integral part of our school and are actively encouraged. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups.

Differentiation: The above is differentiated according to the needs of each individual learner. All staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of staff meetings. The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues.

Whilst we recognise there is no curriculum requirement to teach about marriage, if we do, we will ensure that our curriculum will accord with the Independent School Standards. Appleford School believes that a balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, our teachers will reflect the fact that marriage for same sex couples is part of the law of this country, but that they are not required to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Our teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

Legal Status:

- Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations currently in force.

- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015) • Prevent Duty Guidance: for England and Wales (HM Government: 2015)

APPENDIX 1

Spiritual Development

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<p>Have beliefs religious or otherwise, which inform their perspective on life and their interest in, and respect for different people's feelings and values</p> <p>Enjoy and are fascinated by learning about themselves, others and the world around them, including the intangible</p> <p>Use their imagination and creativity in their learning</p> <p>Willingly reflect on their experiences</p>	<p>school ethos and values</p> <p>school rules– systems in place throughout the school that all hold underlying ethos and values</p> <p>SMSC/PSHEE Scheme of Work</p>	<p>PSHEE lessons</p> <p>Subject lessons</p> <p>Marking and teacher feedback in place to guide pupils to reflect and build on their prior attempts</p>	<p>Facebook Page</p> <p>school Website</p>

Moral Development

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<p>Can recognise the difference between right and wrong and readily apply this to their own lives</p> <p>Understand the consequences of their actions</p> <p>Are interested in investigating, and offering reasoned views about, moral and ethical issues</p>	<p>school ethos and values</p> <p>school rules– systems in place throughout the school that all hold underlying ethos and values</p> <p>Children are given guidance as well as freedom to learn and make real choices</p> <p>Children given appropriate authority to experience how to be in charge and direct others whilst behaving in a positive and moral manner</p> <p>SMSC/PSHEE Scheme of Work</p>	<p>PSHEE / RE – right and wrong, choices and consequences.</p> <p>Sessions allow for a safe place to discuss right and wrong and develop a moral conscience</p> <p>Subject lessons</p>	<p>Fundraising displays</p>

Social Development

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<p>Use a range of skills in different contexts including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds,</p> <p>Are willing to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p> <p>Show an interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>school ethos and values</p> <p>Fundraising initiatives</p> <p>Pupil Voice</p> <p>SMSC/PSHEE Scheme of Work</p>	<p>PSHEE lessons</p> <p>Subject lessons</p> <p>Activities around Celebrations days</p>	<p>Classroom boards</p> <p>Newsletter</p> <p>Facebook Page</p> <p>Website</p>

Cultural Development

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<p>Understand and appreciate the wide range of cultural influences that have shaped their own heritage</p> <p>Are willing to participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Are interested in exploring the understanding of and respect for cultural diversity</p>	<p>School ethos and values.</p> <p>Celebration of cultural diversity embedded in the school</p> <p>Celebrations such as Chinese New Year, St George's Day, World Book Day.</p> <p>Visitors from the community</p> <p>External visitors e.g. Workshop</p> <p>Subject weeks, like Science Week, French Week etc</p> <p>SMSC/PSHEE Scheme of Work</p>	<p>Art, Sport, Music, RE, PSHEE, Science, Topic projects, French, Maths, English, ICT</p> <p>Specialist staff</p> <p>PSHE sessions to develop knowledge of the outside world and promote acceptance and celebration of diversity</p> <p>school trips to place of interest, museums, temples, landmarks</p>	<p>Fundraising boards</p>

Democracy

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display

<p>Respect for democracy</p> <p>Participation in democratic processes</p> <p>Respect for how the law is made and applied in England</p> <p>Understanding of how citizens can influence decision making through the democratic process</p>	<p>Using opportunities of local or general elections to hold mock elections</p> <p>Visits to local council, law courts, important buildings</p> <p>Parents, pupils' questionnaires</p> <p>Child led activities</p> <p>SMSC/PSHEE Whole school Scheme of Work</p>	<p>Taking turns</p> <p>Class Votes</p> <p>Pupil voice at the start and end of each topic</p> <p>History curriculum</p> <p>PSHEE - citizenship</p>	<p>School posters</p> <p>Newsletters</p>
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Rule of Law

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<p>Distinguish right from wrong</p> <p>Respect civil and criminal law in England</p> <p>Aware of what is illegal/criminal</p> <p>Aware of why rules become laws of the land</p> <p>Appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</p> <p>Different roles in the decision making in how laws are made (parliament), and applied (the judiciary service)</p>	<p>School ethos and values</p> <p>Safeguarding policy</p> <p>Behaviour Policy</p> <p>school policies</p> <p>Police visits</p> <p>Expectations on trips and using public places and transport</p> <p>SMSC/PSHEE Scheme of Work</p>	<p>Subject teaching:, British History, Guy Fawkes</p> <p>PSHEE topics: People who help us e.g. police</p>	<p>School rules</p> <p>Photos on websites</p> <p>Displays</p>

Individual Liberty

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display

<p>Freedom of speech</p> <p>Understand that you have the freedom to make your own decision</p> <p>Accept and take responsibility for their own behaviour</p> <p>Consider how your actions and choices affect the individual liberty of others</p> <p>Consider on what basis the choice is made</p>	<p>Safeguarding procedures</p> <p>Behaviour policy/ reflection on choices</p> <p>School rules</p> <p>Pupils' self-assessments</p> <p>Opportunities for choices in learning</p> <p>Choice of friends</p> <p>Choice of activities</p> <p>Visits to art galleries and museums</p> <p>SMSC/PSHEE Scheme of Work</p>	<p>PSHEE lessons: All about me; Healthy body/mind; Keeping safe; Rights and responsibilities</p> <p>ICT lessons: Online safety</p> <p>Subject Lessons: British and world History, Novels</p> <p>Pupils' voices in lessons</p>	<p>School rules</p> <p>Photos</p> <p>Anti-bullying posters</p> <p>Online-safety poster</p> <p>Safeguarding info</p>
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Mutual respect & tolerance of different faiths, beliefs and cultural traditions

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<p>Right of all people to live free from persecution of any kind</p> <p>Recognising that Britain is made up of many faiths and cultural traditions</p> <p>Acquiring an appreciation of and respect for their own and other cultures</p> <p>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour</p> <p>An understanding of the importance of identifying and combating discrimination</p> <p>Respect for other people</p> <p>Understand that the freedom to choose and hold other faiths and beliefs is protected in law</p>	<p>School ethos and values</p> <p>House events such as fundraising initiatives</p> <p>Festivals</p> <p>SMSC/PSHEE Scheme of Work</p> <p>Relationships between all stakeholders e.g. child to adult, child to child, adult to adult</p> <p>Inclusion/SEND policy</p> <p>Anti-bullying policy</p> <p>External visits and visitors</p>	<p>Sharing and taking turns</p> <p>Subject lessons: History, Geography, English</p> <p>Multicultural learning: Flags/food/ clothes</p> <p>Art of all cultures</p> <p>World music</p> <p>Songs from round the world</p> <p>Stories from round the world</p> <p>Pupils' voices in lessons</p>	<p>Classroom displays</p> <p>Newsletter</p> <p>International maps</p> <p>Photos of trips and events</p> <p>Website</p>