



Social, Moral, Spiritual and Cultural (SMSC)

At Sir Alexander Fleming Nursery and Primary School, we work to develop not only children's academic knowledge, but every child as a whole. It is within our ethos to develop our pupil's spiritual, moral, social and cultural being.

SMSC at Sir Alexander Fleming Nursery and Primary School is a combination of PSHE, RSHE, RE, History, British Values, SMSC, Personal Development, Character Education and the Protected Characteristics.

Spiritual Development

We teach children about themselves, others and the world around them in order to inspire and develop a sense of awe and wonder. We explore values and beliefs in which to inform their perspective on life and respect for other people. Creativity is at the heart of our curriculum and we encourage a willingness to reflect on their own experiences. Use of a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds

The Spiritual Development of pupils is shown by their:

- 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

Moral Development

We provide opportunities for children to investigate moral and ethical issues in order to develop their ability to recognise the difference between right and wrong, with a readiness to apply this understanding in their own lives. We develop their understanding of consequences of their actions.

The Moral Development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding to their own lives and, in so doing, respect the civil and criminal law of The United Kingdom.
- 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.

Social Development

We develop social skills through working and socialising with and alongside others from a variety of different backgrounds. We learn to cooperate well with others and resolve conflicts effectively. We teach children about the way their own community as well as wider society and other communities function.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communication and social settings, including 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

Cultural Development

We explore and develop an understanding and respect for cultural diversity. We celebrate diversity within our school and share knowledge and experience within the community. We provide opportunities to explore a variety of art, music, sport, science and festivals. We also develop an appreciation of cultural influences that have shaped the children's own heritage.

The Cultural Development of pupils is shown by their:

- 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 cultural role in shaping our history and values and 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.

Whole School Activities that promote SMSC throughout Sir Alexander Fleming Primary School and Nursery

We believe that the highlighted activities are unique to SAF.

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • RE curriculum and Big Questions • Links with local church (Sutton Hill Church) are fostered and events are planned for the children – Harvest, Christmas workshops, weddings, christenings. • Visits to other places of worship arranged to support the understanding of different cultures - Mosque • School Values: Respect, Safe, Pride, Success, Brave • School Council that meet regularly and focus on the wellbeing of pupils. • Pupil voice – children are consulted and their voices matter (Diversity group) through groups or questionnaires • Playground Buddies (Y4) – during lunchtime and playtime supporting pupils to remember the expectations of high standards of behaviour on site. 	<ul style="list-style-type: none"> • RE Curriculum – children learn about making the right decisions. • Learning empathy – taught through Kapow, Values Assemblies, British Values, RE, Assemblies. • Developing positive relationships – taught through Kapow, Values Assemblies, British Values, RE, Assemblies, Positive Behaviour Policy • Positive Behaviour Policy – rules and expectations, children having a voice and understanding the purpose of the policy. • Behaviour curriculum • Playground Buddies (Y4) – during lunchtime and playtime supporting pupils to remember the expectations of high standards of behaviour on site. • Head Boy/ Head Girl - opportunities for leadership • Celebrating personal success and team success – 	<ul style="list-style-type: none"> • Positive Behaviour Policy – rules and expectations, children having an input and understanding what is fair. • Behaviour Curriculum that breaks down our behaviour expectations – weekly focus for all adults and children to focus on e.g. week 1 - uniform • Pupil voice – School Council, ECadets, Playground Buddies, Sports Leaders and many more • School dog - Honey • British Values – extensive plan of where and how BV are taught in school. • Assemblies – focusing and developing values and principles, Celebrations • Festivals – Eid, Diwali, Easter, Christmas, Chinese New Year, Graduation, Prom • Links with the Church Community – diversity celebrations including local faith leaders – Imman, 	<ul style="list-style-type: none"> • RE lessons allow children to learn about different religions, cultures and beliefs • Topic lessons allow children to explore learning about different cultures and beliefs through different medium / Subjects including Music, Art, History, Geography and Computing. • History Focus Days/Weeks – Ghanaian Independence Day, Black History Month, Windrush Day, Women in History month • The Design and Technology programme gives the pupils the opportunity to participate in cookery activities looking at nutrition and health.- Eatwell Project • Reading Assembly (weekly) – focus on high quality texts which covers equality, diversity, characters from different religions, cultures.

- Sports Leaders – Y5 and Y6
- School dog - Honey
- Children will be taught to appreciate and take responsibility for our environment. Outdoor Learning for **ALL** year groups
- Allotments – gardening is good for mental wellbeing
- Singing assemblies – focus on wellbeing and enjoyment
- Support the work of a variety of charities – Red Nose Day, Children In Need, Remembrance Day, Macmillan
- School Magazine Club
- Fund Raising for School – Pumpkin Patch, Christmas Concerts, Cookie Sale, Summer Fayre
- Buddy Reading - cross-year collaboration
- Parent and Child Family Learning sessions
- Trips, visits and experiences, including residential to Pioneer Centre, Arthog, France for Y4,5,6
- Home visits for Nursery and Reception children prior to starting at SAF
- Inclusion team - Nurture Rooms, Pastoral and Inclusion support
- House System - House Captains and Vice Captains –

- Certificates of Achievement, Attendance Awards, Sporting Awards and endeavours
- PCSOs delivery of workshops throughout the school - STAR, Crucial Crew, Nursery, YR, DEN visits
- Charitable events – including Harvest Festival Collection, Red Nose Day, Children in Need, Poppy Appeal, Christmas Jumper Day – supporting charities as part of our moral responsibility to society.
- School Council- Opportunities to express our points of view safely
- Internet Safety Days - encouraged and taught throughout the year but this day also provides a specific focus. All classes lead an assembly in Autumn 1 re: online safety
- Topic Work – exploring our values and attitudes to life and learning about others through a variety of subjects / mediums including History, Geography, Art, Music, Dance
- School Trips, visits and experiences, including residential to Pioneer, Arthog and France
- Field work walks around the local community – Ironbridge,

- Buddhist monk, Pentecostal church, vicar, Jewish follower
- School website – links to helpful agencies, CEOP, Childline, Eradicate Hate, Prevent Strategy and Raising awareness about FGM
- Internet Safety Days - encouraged and taught throughout the year but this day also provides a specific focus. All classes lead an assembly in Autumn 1 re: online safety
- Workshops with external agencies – Loudmouth, St Giles Trust, Rockkidz, PODs, Smashlife, Staytrue mentoring, Beam workshops for sleep, managing stress.
- Inclusion team - Nurture Rooms, Pastoral and Inclusion support
- House System - House Captains and Vice Captains – inter-sports competitions, singing competitions, sports day
- Head Boy/Head Girl - promoting leadership opportunities – support with tours for visitors, part of interview process, lead assemblies.
- Celebrations - assemblies, Mother's day, Father's day

- British Values focus fortnight in May – visits from local councillors, MPs, Police, assemblies led by classes, debates, celebration to end the week, picnic and icecream
- Themed International School Dinners – Chinese, Polish, American, Italian
- Developing positive relationships through Values Assemblies, Kapow lessons focusing on different beliefs and cultural expectations
- Variety of assemblies celebrating cultural differences: Eid, Diwali, Easter, Christmas, Chinese New Year, Father's and Mother's Day Celebrations, Black History Month, LGBT History Month, Remembrance Day, European Languages Day
- Music Calendar that has music planned out weekly to introduce in assemblies and play in classes, lunchtimes to encourage listening to and appreciating different genres.
- World Sporting Events: Euros, World Cup (men and women), Commonwealth Games
- Celebrations – Christmas, Easter bonnet parade, Eid, Diwali

<p>inter-sports competitions, singing competitions, sports day</p> <ul style="list-style-type: none"> • Head Boy/Head Girl - promoting leadership opportunities – support with tours for visitors, part of interview process, lead assemblies. • Celebrations - assemblies, Mother's day, Father's day • Parent Workshops - SATS, phonics, lunchtime meals • After-school clubs 	<p>Buildwas Abbey, Parks, Enginuity</p> <ul style="list-style-type: none"> • Business Links – see Outdoor Learning page on website • Supporting Mental Health - Young Minds, Children's mental health week, Bronze award for mental health in school. 	<ul style="list-style-type: none"> • Parent Workshops - SATS, phonics, lunchtime meals • After-school clubs • Whole school events – disco, celebration days, pumpkin picking, mufti-days 	<ul style="list-style-type: none"> • Nativity Production by Early Years, KS1 and Concerts for KS2 • Music activities – Lessons and elective choices available too provided free for PPG. Musical assemblies led by the musicians to encourage participation. Variety of instruments available for all year groups to utilise – piano, drum, flute • MFL – French taught throughout Key Stage Two. Language, culture, clothing, food and beliefs explored • Dance – lessons developing different cultural styles
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How do we promote SMSC by subject at Sir Alexander Fleming Primary School and Nursery?

Some examples

English

Spiritual	Moral	Social	Cultural
<p>In responding to a poem, story or text; pupils can be asked if you 'I wonder what you think happens next?' How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues. By providing opportunities for talk in a range of setting e.g. Zoo debate KS2</p>	<p>By pupils telling stories from their cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures – e.g. How the tiger got his stripes. KS2</p>

Maths

Spiritual	Moral	Social	Cultural
<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both manmade and in the natural world.</p> <p>By developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of pupils.</p>	<p>By engaging pupils playfully, for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid.</p> <p>By providing pupils with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. For example, pupils are encouraged to analyse data and consider the implications of misleading calculations.</p> <p>By making pupils aware of the fact that the choices they make lead to various consequences</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on health care, poverty, bullying.</p> <p>By encouraging pupils to explain concepts to each other and support each other in their learning. In this manner, pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p> <p>Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas</p>	<p>By asking questions about the history of maths; for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?</p> <p>By investigating and researching cross cultural patterns – tessellation, Roman mosaics</p>

Science

Spiritual	Moral	Social	Cultural
<p>By enabling children to reflect on the wonder of the natural world (e.g. Seasons changes)</p> <p>By exploring the wonders of life.</p> <p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p>	<p>By developing an awareness of the ways that science affects society and the environment.</p> <p>By giving children the opportunity to explore moral dilemmas related to Science.</p> <p>By discussing and being open to each other's ideas.</p> <p>By ensuring children show respect for different opinions e.g. creation.</p>	<p>By finding out about the work of different scientists.</p> <p>By promoting cooperation within practical activities.</p> <p>By taking responsibility for their own and other people's safety.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>By taking children to visit areas of interest within the local environment e.g. local habitats.</p>

Computing

Spiritual	Moral	Social	Cultural
<p>By wondering at the power of the digital age – e.g. use of internet.</p> <p>By understanding the advantages and limitations of ICT</p> <p>By using the internet as a gateway to life issues – e.g. researching zoos</p>	<p>By exploring the moral issues surrounding the use of data – e.g. regular internet safety lessons</p> <p>By considering the benefits and potential dangers of the internet e.g. Cyber bullying as a danger – regular internet safety lessons</p>	<p>By highlighting ways to stay safe when using online services and social media.</p> <p>By discussing the impact of ICT on the ways people can communicate.</p>	<p>By developing a sense of awe and wonder at human ingenuity</p>

Religious Education

Spiritual	Moral	Social	Cultural
<p>By learning about different religions and why people believe.</p> <p>By providing opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.</p> <p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By debating moral dilemmas about right and wrong, good and bad, peace etc.</p> <p>By discussing issues such as people's responsibility towards the world and future generations.</p> <p>By having the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.</p> <p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad.</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur, Christian salvation story.</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>By asking questions about the social impact of religion.</p> <p>By beginning to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.</p>	<p>By exploring similarities and differences between faiths and cultures.</p> <p>By learning about UK saints and those to which their school might be named after.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>By giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society</p>

PE

Spiritual	Moral	Social	Cultural
<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations.</p>	<p>By discussing fair play and the value of team work.</p> <p>By creating qualities of self-discipline, commitment and perseverance.</p> <p>By developing positive sporting behaviour</p>	<p>By developing a sense of belonging and self-esteem through teamwork.</p> <p>By developing a sense of community identity through taking part in inter school events</p>	<p>By making links with national and global sporting events such as the Olympics and World Cup.</p> <p>By exploring rituals surrounding sporting activities</p>

Art and DT

Spiritual	Moral	Social	Cultural
<p>By enjoying and celebrating personal creativity.</p> <p>By reviewing and evaluating created things.</p> <p>By promoting the process of 'reviewing and evaluating' – e.g. bridges, clay pots</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p> <p>By responses to and use of visual images to evoke a range of emotions – e.g. whole school</p>	<p>By sharing resources.</p> <p>By exploring art as a powerful social tool – e.g. in advertising (e.g. Comic relief)</p> <p>By exploring dilemmas that individuals may face and developing practical solutions to these problems – e.g. Toilet twinning</p>	<p>By asking questions about factuality v aesthetics.</p> <p>By developing aesthetic and critical awareness.</p>

Music

Spiritual	Moral	Social	Cultural
<p>By allowing pupils the opportunity to explore instrument sounds.</p> <p>By considering how a piece of music makes us feel. When we explore other subjects through music.</p> <p>By exploring the pupil's curiosity and delight when creating their own sounds.</p>	<p>By exploring how music can reflect a person's mood. When we celebrate the effort pupils put into their learning in music.</p> <p>By appreciating the hard work they do when learning an instrument.</p>	<p>By allowing pupils opportunities to work together to create a piece of music.</p> <p>By exploring the necessity of working together and being in time with each other.</p> <p>By providing opportunities for pupils to perform for different audiences e.g. Choir performance at the Christmas Tree Festival</p>	<p>By listening to different types of music.</p> <p>By giving all pupils the opportunity to sing together as one school e.g. Collective worship.</p>

PSHE

Spiritual	Moral	Social	Cultural
<p>When we allow pupils the opportunity to explore who they are e.g. KS1 explored what makes their family special.</p> <p>By developing awareness of responding to other people's needs e.g. KS1 explored how people may need help at different stages in life.</p>	<p>When we discuss our values and explore how they promote equality and wellbeing for all people.</p> <p>By providing pupils with the opportunity to apply learning to their own lives e.g. KS1 exploring their own family. KS2 exploring how singing, reading positive comments about themselves and exercise affect how they are feeling</p>	<p>By providing opportunities for pupils to work together to make decision e.g. KS1 worked in groups to decide what makes a good friend.</p> <p>When we allow children opportunities to engage in the democratic process to make decisions about our school e.g. Listening to the pitch then voting for House Captains.</p>	<p>By providing pupils with the opportunity to explore who they are and to celebrate their individual qualities e.g. KS2 explored their best qualities</p>

History

Spiritual	Moral	Social	Cultural
<p>By considering how things would be different if the course of events had been different; for example if Florence Nightingale had not been able to become a nurse,</p> <p>By looking at local history and investigating reasons why there is a landmark, building or museum</p> <p>By speculating about how important events from history are remembered as well as the people who shaped them; for example finding out about WWI, WWII and Armistice Day (Remembrance)</p>	<p>By exploring the results of right and wrong behaviour in the past; for example looking at slavery during Black History week.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? For example, looking at Thomas Clarkson</p> <p>Are there any local heroes?</p>	<p>By giving the pupils information on how groups and communities organised themselves in the past.</p> <p>By considering questions about social structure in the past; for example, rights of children in past times? Is it important that society looks after young children?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example changes at home, in school and money</p>	<p>By exploring local history (KS1 visited to the Museum of East Anglian Life to learn about a local inventor) and history around us.</p> <p>By taking pupils on visits to historical sites; for example, KS1 and KS 2 have visited Colchester Castle, KS1 have visited Framlingham Castle.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture; In house teams, learn about the significant patron saints linked to each country.</p>

Geography

Spiritual	Moral	Social	Cultural
<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and thinking about why the landscape is as it is. (Linking with Anglo Saxons and Vikings impact on the local area.)</p> <p>By comparing their lives with pupils living in another part of the UK, or the world.</p>	<p>By considering how people treat the environment; asking questions such as, 'How are we changing our surrounding- are some things for the better or worse? Who should look after our environment?</p>	<p>By providing positive links with the wider community, both locally and globally; for example, Ugandan link school, Local allotment visits.</p> <p>By considering social responsibility; for example, care for the environment, impact of traffic on the local area. (Litter picks within the school grounds and local area.)</p>	<p>By making links with other countries through schools linking and cultural theme days. (Toilet Twinning)</p> <p>By exploring cultures that have had and still have an impact on the local area</p>

MfL (French)

Spiritual	Moral	Social	Cultural
<p>By exploring the beauty of languages from around the world.</p> <p>By exploring the way language is constructed.</p>	<p>By helping pupils to have an accurate and truthful understanding of another culture</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. forms of address.</p>	<p>By appreciating the language and customs of others – e.g. French day - food tasting, wearing own clothes rather than school uniform etc</p>