



# **Grosvenor Road Primary School**

## **SMSC development**

**(Spiritual, Moral, Social and Cultural)**

Updated January 2018

# Introduction

At Grosvenor road Primary School our core belief is that we are: '*laying the foundations for children to thrive*'.

To ensure that children are meeting their true potential, and are able to access an outstanding curriculum we provide a curriculum that is rich in spiritual, moral, social and cultural developments.

- **Spiritual development** relates to that aspect of inner life through which our children acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religious; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose
- **Moral development** is about building a framework of moral values for our children, which regulates their personal behaviour. It is the development of our understanding of society's shared and agreed values; including an understanding that there are contentious issues where there is disagreement, and that society's values change.
- **Social development** is about helping our young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a multi-racial, multi-cultural society.
- **Cultural development** is about our children understanding their own culture, other cultures in Salford and Greater Manchester and in the UK as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.

At Grosvenor Road Primary School children:

- ✓ Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity, developing curiosity in their learning
- ✓ Develop and apply an understanding of right and wrong in their school life and life outside school;
- ✓ Take part in a range of activities requiring social skills, including sports clubs artclub, collaborative learning, gardening club, forest school...
- ✓ Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture and disability;
- ✓ Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- ✓ Overcome any barriers to their learning;

- ✓ Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature;
- ✓ Develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain; and Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

During January 2018 a learning walk, alongside a book scrutiny was carried out to evaluate the provision of SMSC across the school. The findings are outlined below.

# SMSC Learning Walk

School aspect	Evidence			
	Spiritual	Moral	Social	Cultural
<b>Assemblies</b>	<p>Weekly assembly and singing assembly develops children understanding of the Christian faith. Weekly good work assembly – reflection and celebration of learning.</p> <p>Christmas/Easter/Harvest assemblies and productions celebrate key Christian festivals.</p> <p>Weekly School assemblies promote thinking and reflection See comments on the school blog</p> <p>Assemblies on key festivals in other faiths e.g.Eid</p>	<p>Harvest collection for Wood St Mission was in an example of the school’s contribution to charities in the local area.</p> <p>Children in need assembly and collection.</p> <p>Assemblies on anti -bullying week support whole school weekly focus on strategies to support anti bullying.</p>	<p>Cyber bullying assembly )</p> <p>Y5/6 Child-line assembly June 14</p> <p>Whole school child line assembly</p> <p>Weekly attendance and good work assembly focuses on social skills</p>	<p>Remembrance day assembly and two minutes silence to reflect observed.</p> <p>Variety of composers from different times and cultures played during assembly.</p> <p>Music sharing assembly – each class shares their performance during assemblies throughout the year these performances reflect music from a variety of cultures.</p> <p>Assembly on Black History month</p>
<b>Playtime</b>	<p>Children encouraged seeing the beauty of our surroundings. Awe and wonder in the plants and grass play areas.</p>	<p>Children are happy and engaged in friendly play at break and lunchtimes</p> <p>Teaching assistants support welfare at lunchtimes to embed the school behaviour policy.</p> <p>Very few incidents of racial incidents in academic year</p>	<p>Children are engaged in peer conversations and games at playtime. Social groups are cross year/gender and ethnicity.</p> <p>Adults support children in developing relationships and fair play (sports leaders and teaching assistants)</p> <p>Nature group intervention to support children’s social interaction,</p>	<p>Daily activities and playground games during the lunchtime play sessions led by teaching assistants.</p> <p>Sports coaches encourage collaborative play through a variety of sports.</p>

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<b>English books</b>	<p>Children are encouraged to appreciate literature: <i>In year 2 children enjoyed reciting 'The owl and the pussy cat'</i></p> <p><i>Year 6 studied and acted out Shakespeare's Macbeth.</i></p>	<p>Through guided reading children are encouraged to consider characters motives, points of view and consider moral dilemmas.</p> <p>Shared reading of class stories encourages children helps children to recognise right and wrong and reflect this in their own lives as well as listening to each other's viewpoints.</p>	<p>In lessons children complete a variety of types of activities including peer marking, collaborative learning and group work.</p> <p>English lesson observed support use of Kagan strategies.</p> <p>In a Year 4 lesson children were working in pairs to research and present about life in Roman Britain.</p>	<p>Children study rich, quality text that come from English and foreign cultures.</p> <p>In work on Aztecs Year 4 studied Inca traditional stories</p>
<b>Mathematics books</b>	<p>Children asked to reflect on their own learning</p> <p>Children asked to think critically: during work on calculations children critically assess the working of others</p>		<p>Group work – children work well in pairs (Kagan)</p> <p>Y2 more able group worked collaboratively in an interschool maths challenge with our Primary Improvement network.</p>	<p>During the gifted and talented maths club children look at British engineering and the impact of technology on the modern world.</p>
<b>Topic books</b>	<p>School follows locally agrees Re syllabus:</p> <p><i>RE books show work on the creation story in different faiths. Children are asked to share their thoughts and views.</i></p> <p>Children appreciate the contribution of past culture to modern life:</p> <p><i>In Year 3 children study the impact of the ancient Greek son modern life.</i></p>	<p>Y2 study life of Rosa Parks and Nelson Mandela and changes to make the world a better place.</p> <p>In science children study the environment and discuss how they can have a positive impact on the world around them.</p> <p>During work on ICT children are reminded about their responsibility for positive behaviour online.</p> <p>The school's 'Stay Safe online' program is delivered to all children and is visible around school.</p>	<p>Year 5 topic books show work on water aid during work on Africa.</p> <p>Year 6 books show work on fair trade</p>	<p>The school topic curriculum reflects cultures from around the world eg Brazil in UKS2 Africa in KS1</p> <p>Local culture is studied: where we live in year 1 The life of L.S.Lowry Victorian Salford in Y3.</p> <p>French culture through French lessons and European day of language celebrated across the school /</p> <p>Year 2 studied the life of The Queen and her significant role in shaping Modern Britain. They also study the life of Florence Nightingale and Mother Theresa.</p>

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<b>Clubs</b>	<p>School Choir Dance club Start get fit club Key stage afterschool sports clubs changing on a half termly basis Art club</p>	<p>Following rules in different sports and being responsible for our own actions.</p>	<p>Football club develops collaborative working</p> <p>After school sports clubs.</p> <p>Sports competitions with other local schools (e.g dodge ball) Dance club</p> <p>Gardening club</p> <p>Art club</p>	<p>G and T maths club celebrates British engineering and technology</p> <p>Art club uses a variety of artists from around the world as a stimulus.</p>
<b>School environment</b>	<p>Re displays in classrooms and corridor within the wider curriculum. Lledr hall residential display – reflecting on personal goals and challenges</p> <p>Forest school display shows children’s awe and wonder of the outdoors (Early Years)</p> <p>The entrance hall displays the certificates from the school’s charity work:</p>	<p>School hall displays Harvest collections for charity</p> <p>The ‘stay safe with Sid’ posters are visible around school promoting safe online behaviour.</p> <p>The school council display shows their work on democracy, fundraising and their recent action plan on becoming ‘eco-friendly’.</p>	<p>Children move quietly throughout school</p> <p>Children open doors internally in school and wish visitors good day (commented on by numerous visitors)</p> <p>Photographic evidence in the floor books and on display showing collaborative learning.</p> <p>School rules displayed around school on expectations on how children are to treat each other.</p> <p>Arts exhibition running over two nights exhibiting a piece of art work from each child in the school.</p>	<p>High quality art throughout school – main entrance art gallery from June 2014</p> <p>Year 4 made musical instruments: on display</p> <p>European day of language displayed.</p> <p>Displays on Brazilian culture in year 5</p> <p>Displays on African culture across KS1</p> <p>British culture: QEII display in Year 2, Ancient Rome in Britain work in Year 4, Art work celebrating key local buildings in entrance hall.</p> <p>Royal wedding celebrations displayed.</p>

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<b>Classroom environment</b>	<p>RE display in year 6 shows their work on Judaism. Including work done on 'why is there so much conflict in Israel' and their visit to the Manchester Jewish museum.</p> <p>During transition week the children engaged in activities</p>	<p>KS2 classrooms display No LLD signs and Exemplary learning behaviour indicators.</p> <p>Through the school behaviour policy children have a good understanding of the consequences for their behaviour and actions.</p>	<p>Class reward system in each room (pasta)</p> <p>Class dojos reinforce positive behaviour</p> <p>Gold card tally charts.</p> <p>Year 1 display on belonging.</p> <p>Taking responsibility by carrying out a variety of jobs within the classroom.</p>	<p>New books investment reflecting a variety of cultures and gender diversity.</p> <p>Reading areas across school</p>
<b>School council</b>	<p>Action plan SC have written asks questions about how they can make school more environmental friendly.</p>	<p>Annual elections ensure fairly elected representatives</p> <p>Action plan on making the school 'environmentally friendly'</p>	<p>Exercising responsibility</p>	<p>Work on British parliament and elections</p>
<b>Visits and Visitors</b>	<p>Y1 visit to church</p> <p>Year 4/5 visit to Christingle service</p> <p>Y6 visit to Jewish Museum</p> <p>Y6 Muslim visitor talk May 2014</p> <p>Nursery visit beach for awe and wonder</p> <p>Reception visit to Delamere forest.</p> <p>Brass Band visted</p> <p>Travelling by Tuba performance and workshops.</p>	<p>NSPCC vosit5 and 6 on 'cyber bullying and behaviour'</p> <p>Whole school NSPCC assembly on Child line</p> <p>Year 1 visit to a farm to look at caring for animals.</p>	<p>Man Utd. Foundation weekly work with KS2 on team work and enterprise project</p>	<p>British history: Y4 visit roman impact on Chester, Y3 visit to local museum for Victorian Salford, Y4/5 visit Peoples working History Museum in Manchester local history study,</p> <p>Brass Band</p> <p>Travelling by Tuba</p>

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<p><b>Does school website reflect SMSC ethos</b></p>	<p>School ethos shared with parents</p> <p>School blog evidence of children reflecting on their work and others</p>	<p>School behaviour and discipline policy on website</p> <p>Letter informing parent of behaviour policy sent out a start of the school year.</p>	<p>School website links to school blog. The blog covers many aspects of SMSC and its impact is visible in the comments the children make with each story.</p>	<p>Year group curriculum for subjects are displayed website.</p> <p>School Blog</p>