



Grosvenor Road Primary School

SMSC development

(Spiritual, Moral, Social and Cultural)

Updated January 2023

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, music/art clubs, collaborative learning, 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.

Our School Values

We have adopted twelve School Values, which we promote throughout all our activities in school. They are: Respect, Compassion, Trust, Helpfulness, Friendship, Fairness, Forgiveness, Courage, Thankfulness, Perseverance, Generosity and Truthfulness.

Throughout each half term, we focus on two of our values in assemblies and circle time sessions, so that our children understand what they mean and how they can show them - enabling all pupils to 'be the best they can be'!

We are now in our third academic year promoting these values in school - our children are becoming increasingly confident in talking about each one and we continue to encourage them to 'show their values' by awarding Values Stickers in class and in the playground.



SMSC at Grosvenor Road Primary School

School aspect	Evidence			
	Spiritual	Moral	Social	Cultural
Assemblies	<p>Weekly assembly and singing assembly develops children's understanding of the Christian faith.</p> <p>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</p>	<p>Harvest collection for Salford Foodbank celebrated in assemblies</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 assemblies and workshops – delivered by Salford CC / NSPCC</p> <p>Child-line assemblies – delivered by NSPCC</p> <p>Weekly attendance and good work assemblies focus 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 assemblies – 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>
Playtime	<p>Children are encouraged to view 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</p> <p>School Values are promoted at playtimes through reward stickers</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>Nuture group interventions in all key stages 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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English	<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 sessions, children are encouraged to consider characters' motives, points of view and consider moral dilemmas.</p> <p>Aesop's Fables studied in Summer Term Year 3</p> <p>Shared reading of class stories encourages 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>Teachers promote collaborative work through use of Kagan strategies throughout KS1&2</p>	<p>Children study rich, quality texts from English and foreign cultures.</p> <p>English work linked to History topics, year groups study linked stories from relevant cultures</p>
Mathematics	<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 and Kagan strategies promoted KS1&2</p> <p>Y6 more able group work collaboratively in an interschool maths challenge with our Primary Improvement Network.</p>	
Topic	<p>School follows locally agreed RE Syllabus – focus of world religions across all key stages</p> <p>Children appreciate the contribution of past culture to modern life in their studies of Ancient civilisations</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 ESafety programme is delivered to all children and is visible around school.</p>	<p>Year 5 topic study water aid during work on Africa.</p> <p>Year 6 study 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, The life of L.S.Lowry in KS1; Victorian Salford in KS2</p> <p>French culture through French lessons and European day of language celebrated across the school</p> <p>Year 2 study the life of Queen Elizabeth II and her significant role in shaping Modern Britain. They</p>

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				also study the life of Florence Nightingale and Mother Theresa.
Clubs	<p>School Choir – songs to celebrate festivals across the year</p> <p>Dance club – music to celebrate various themes</p>	<p>Key stage 1 & 2 After-school sports clubs changing on a half termly basis -</p> <p>Following rules and showing School Values in different sports and being responsible for our own actions.</p>	<p>After school sports clubs develop collaborative working</p> <p>Sports competitions with other local schools (e.g dodge ball)</p> <p>Dance club – culminates in dance show with other Salford schools at The Lowry Theatre</p>	<p>School Choir and Dance Club explore other cultures through the use of a variety of music styles from around the world</p>
School environment	<p>Displays in classrooms and corridor within the wider curriculum –</p> <p>Entrance Hall display celebrates the wide variety of experiences each year group is offered through visitors and outside visits</p> <p>Forest school display shows children’s awe and wonder of the outdoors (Early Years)</p> <p>Whole School displays include celebration of National events eg. Remembrance Day / Jubilee / European Day of Languages</p>	<p>School hall displays Harvest collections for charity</p> <p>The entrance hall displays the certificates from the school’s charity work.</p> <p>Esafety posters are visible around school promoting safe online behaviour.</p>	<p>Children move quietly throughout school</p> <p>Children open doors internally in school and wish visitors good day</p> <p>Photographic evidence in 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>High quality art framed - throughout school on display</p> <p>Displays on Brazilian culture in year 5</p> <p>Displays on African culture across KS1</p> <p>British culture: QEII display – Diamond Jubilee</p> <p>Ancient Rome in Britain work in Year 4</p>
Classroom environment	<p>RE display in classrooms shows learning and understanding of religions studied</p>	<p>All classrooms display Golden Rules and behaviour chart</p> <p>Through the school behaviour policy and charts, children have a good understanding of the consequences for their behaviour and actions.</p>	<p>Class reward systems in each classroom</p> <p>Class dojos reinforce positive behaviours</p>	<p>New books investment reflecting a variety of cultures and gender diversity.</p> <p>Reading areas across school contain books reflecting a variety of cultures</p>

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		All classrooms display School Values. Current Value is displayed on whiteboard as a focus for discussion/circle time in class.	Gold card tally charts celebrate individuals' awards for outstanding work/behaviour Children take on responsibilities by carrying out a variety of jobs within the classroom.	
School council	Action plan SC - questions about how they can make school more environmentally friendly.	Annual elections ensure fairly elected representatives Action plan on making the school more 'environmentally friendly'	School councillors exercise their role and responsibilities in class and across school.	Work on British Parliament and elections in KS2
Visits and Visitors	Y1 visit to church Year 4/5 visit to Christingle service Y6 visit to Jewish Museum Y6 Muslim visitor talk May 2014 Nursery visit beach for awe and wonder Reception visit to Delamere forest. Y2 visit beach – awe and wonder Travelling by Tuba performance and workshops.	NSPCC visit 5 and 6 on Keeping Ourselves Safe Whole school NSPCC assembly on Keeping Ourselves Safe ESafety workshops in school delivered by Salford Childrens Services - KS2 pupils and all parents	Sale Sharks Y5 Wellbeing Project – Tag Rugby / Wellbeing	British history: Y4 visit Romans visit to Chester Y3 visit to local museum for Victorian Salford, Y4/5 visit Peoples working History Museum in Manchester local history study, Travelling by Tuba – musical tour around the world
Does school website reflect SMSC ethos	School ethos shared with parents School blog evidence of children reflecting on their work and others	School behaviour and discipline policy on website School Values promoted on website Esafety rules and advice to parents promoted via website and Parentapps	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.	Year group curriculum for subjects are displayed on website. School Blog