

SMSC Development at Rainbow Forge Primary Academy

Our Vision:

We aim to be an exceptional school with our values at the very heart of the community. We are committed to providing a nurturing environment where every child can thrive and be accepted for who they are and what they believe.

To ensure this, we provide a curriculum that is rich in Spiritual, Moral, Social and Cultural Developments.

Spiritual development is the ability to be reflective about their own beliefs and perspective on life and to gain knowledge of, and respect for, different people's faiths, feelings and values. It is also about the children developing a sense of enjoyment and fascination in learning about themselves, others and the world around them, using their imagination and creativity and reflecting on their experiences.

Moral development is the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives and develop an understanding of the consequences of their behaviour and actions. It also includes developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues.

Social development is using a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds, having a willingness to participate in a variety of communities and social settings, cooperating well with others and being able to resolve conflicts effectively. Children learn 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development is an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Children develop an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. They can recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. They develop an understanding of and respect for different faiths and cultural diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. They participate in and respond positively to artistic, musical, sporting and cultural opportunities and are developing an understanding of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Our children are encouraged and enabled to:

- Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity to develop curiosity in their learning;
- Overcome any barriers to 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: sporting activities, after school clubs and collaborative learning groups;

- 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;
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, including: 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;
- Understand and appreciate a range of different cultures as an essential element of their preparation for life.

As part of our evaluation of SMSC development across the school, we have noted the following:

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • RE curriculum covers spiritual themes. • Assemblies - opportunities for individual reflection • Visitors from faith groups and organisations • Celebration Assembly and school rewards celebrate the worthiness of individual children and self esteem and confidence is built up. • Key festivals and memorial days celebrated focussing on practices and origins. • Self and peer assessment techniques involve reflection of learning, attitudes and behaviour. • Arts appreciated in English, Art, Music and PE. • Singing activities in music, assembly and choir. • Human endeavour, determination and endurance celebrated and upheld to aspire to. • School vision and ethos clearly displayed around school and upheld by staff. 	<ul style="list-style-type: none"> • RE curriculum covers moral themes from a spiritual /religious standpoint. • Assemblies with moral messages and reflection • Strong moral message of standing up to make change where necessary (slavery, philanthropists, trafficking, etc.) • Positive behaviour policy in place which upholds and rewards correct behaviour and attitudes. • School vision and ethos communicates moral values • Right decisions, human endeavour, determination and working towards the good of others celebrated and upheld to aspire to. • Self and peer assessment techniques involve reflection of learning, attitudes and behaviour. • Self and peer assessment techniques involve thinking critically, test outcomes and make moral choices. 	<ul style="list-style-type: none"> • RE curriculum covers social themes from a spiritual /moral /religious standpoint. • Assemblies with social messages on behaviour, attitudes, justice, endeavour, altruism, etc. • School vision and ethos upholds the formation and use of social skills in which to function and learn. • After School Clubs – sporting and arts focussed giving opportunity for social participation, team work, etc. • School environment provides opportunity for play, team games, co-operation, negotiation skills, etc. • Good relationships are modelled by staff and exhibited by children. • Speaking and listening skills are valued and developed in all curricular areas and throughout school. • Play facilitated to promote good relationships, team, work, friendly competition and friendships. • Self and peer assessment techniques involve assessing own behaviour and 	<ul style="list-style-type: none"> • RE curriculum covers cultural themes from a spiritual /moral /religious standpoint. • Assemblies with cultural messages about beliefs, practices, respect, tolerance, / opportunities for individual reflection. • Links with the community and faith communities and partnerships with local schools. • Visits • Local and National charity fundraising. • Global aspects of the Arts appreciated in English, Art, Music and PE. • In History, children appreciate the significance, impact and contribution of past and present cultures. • Children read Literature from different cultures. • Global awareness whole school events. • Differences and similarities recognised and celebrated in faith, ethnicity, disability, gender, sexuality and family backgrounds and situations. • Prejudices and discriminatory behaviour and stereotypes are challenged.

<ul style="list-style-type: none"> • Yoga and mindfulness is taught and practised 	<ul style="list-style-type: none"> • English skills focus on character’s motives, choices, points of view and moral dilemmas. • Online safety Curriculum. • Charity events are organised by Pupil Parliament during the year. • Children see and are educated about the inclusion of others with disabilities. • 	<p>attitudes as well as empathising and reconciling differences.</p> <ul style="list-style-type: none"> • Charity events are organised by Pupil Parliament during the year. • Job shop allows children to develop an understanding of how a community works together • Restorative practise and conflict resolution are taught • Children are taught to regulate their own emotions using Zones of Regulation. • Relationships policy in place • Children are supported to learn about positive behaviour choices using reflective conversations. 	<ul style="list-style-type: none"> • Zero tolerance of discriminatory behaviour or attitudes not in line with British values. • School has an Equality and Diversity Policy and a Disability, Equality Action Plan in place. • Children learn about inspirational people from diverse groups. • Antibullying ambassadors educate others about spotting and eliminating bullying behaviours, support on the yard and run campaigns to raise awareness.
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Evidence

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Children show spiritual awareness, have a sense of wellbeing and are well developed emotionally • RE Curriculum • Assembly programme covering spiritual themes • School environment (generally plus outdoor classroom, Friendship benches, etc.) • Residential and day visits records and risk assessment • Certificates, prizes, rewards. • Rainbow Academy Awards Assembly • Work, displays, performances and assemblies showing celebration of festivals • Remembrance Day and WWI events 	<ul style="list-style-type: none"> • Children show a moral awareness, speak of their conscience and (mostly) make the right choices in terms of behaviour. • RE Curriculum • Assembly programme covering moral themes and lessons • Assemblies on moral themes, philanthropists, civil rights, democracy, prejudice and discrimination, anti-bullying, etc. • Positive behaviour policy • Rainbow Rules and class rules • Certificates, prizes, rewards. • School Vision / displays and literature for parents • Self and Peer assessment skills regarding behaviour 	<ul style="list-style-type: none"> • Children show a social awareness, are aware of themselves and others and observe the etiquettes of pleasant social behaviour. • RE Curriculum • Assembly programme covering social behaviour, social awareness of others and social responsibilities. • School vision and ethos. • Break times and lunch times • After School Clubs • Opportunities for communication skills, speaking and listening, drama, presenting, Circle Time, P4C, etc. • Social skills interventions, nurture groups, 1:1, etc. 	<ul style="list-style-type: none"> • Children that are culturally aware, they value and celebrate their own as well as the culture of others. • RE Curriculum • Assemblies covering religious festivals, prejudice, Black History month, disability awareness, aid and need, charity work and Enterprise Project, etc. • Visits to and visitors from art galleries, theatres, libraries, music performances and museums. • MFL taught (French). • Sports participation in events and activities. • Music lessons • After school clubs, art, dance, songs, drama from other cultures

<ul style="list-style-type: none"> • Self and Peer assessment resources used by teachers and in children’s books • English, Art, Music and PE lessons where the Arts are appreciated, plus lesson observations • Choir after school club • Performances, productions, church services, community events involving drama, singing, dance, etc. • Sports competition and events • Assembly powerpoints involving sporting heroes, philanthropists, acts of heroism and endeavour • School Vision / displays and literature for parents • Website • PSHE, P4C, Circle Time resources and planning 	<ul style="list-style-type: none"> • Children’s work shows critical thinking and self assessment. • Enterprise Project planning, outcomes and events. • Website 	<ul style="list-style-type: none"> • Transition preparation for secondary school. • Lesson observations and write ups. • Observation of relationships between adults and children and to each other. • Assembly participation and presentations by children. • Charity event planning, organisation and presentation. • Roles and responsibilities through Job Shop • Self and Peer assessment skills regarding behaviour and attitudes towards others. • Anti Bullying Ambassadors • Special events: discos, trips, residentials, sports days, productions etc. • CPD, social events and celebrations for staff. • Community links and partnerships with other schools. • Positive feedback from visitors to the school, when on school visits and when we take part in community events. • Job Shop • Restorative conversations • Zones of regulation toolkits 	<ul style="list-style-type: none"> • Variety of cultures reflected in Curriculum, Literature, Music and PE. • History celebrates aspects of our own culture as well as of others. • Sex Relationship Education recognises different family backgrounds and make ups. • Productions with settings in other countries and cultures. • Positive images of people from different cultures and backgrounds around school. • Individual and group projects organised by the children in response to needs. • Stereotypes are challenged as part of behaviour policy and curriculum. • Racist Incident Records • Inspirational People - class names
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Impact

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Children that are spiritually aware, have a sense of wellbeing and are well developed emotionally. • Children have the opportunity to develop their own religious beliefs and respect those of others. 	<ul style="list-style-type: none"> • Children that are morally aware, develop a sense of conscience and try their best to do the right thing. • Children show respect and care for adults and other pupils, particularly those who are vulnerable. 	<ul style="list-style-type: none"> • Children have a social awareness, are aware of themselves and others and observe the etiquettes of pleasant social behaviour. • Children work and play well together in pairs, groups and teams. 	<ul style="list-style-type: none"> • Children have a cultural awareness; they are aware of themselves and others, they recognise the unity of all and see difference positively. • Children respect each other and work and play well together no matter what their differences.

<ul style="list-style-type: none"> • Children that can reflect on their own feelings, attitudes, efforts and behaviours. • Children that can empathise with the feelings of others. • Stress free children that can use mindfulness techniques • Children that can find their own solutions to problems • Children who can access help from others. • Children who can celebrate their own and others' achievements • Children who aspire to reach their potential. • Children who have core values, a strong sense of morality and an understanding of right and wrong • Children have a strong sense of self worth, self confidence, resilience and determination to do well. • Children who are respectful of others, their differences, beliefs, opinions and backgrounds. 	<ul style="list-style-type: none"> • Children that can reflect critically on their own and other's behaviour and moral questions. • Children that can empathise with the feelings of others by considering moral viewpoints. • Children that can find their own solutions to problems by measuring up moral issues. • Children who can celebrate the achievements of others simply to build and encourage. • Children have a strong determination to work hard and do what is right because they see it as a moral responsibility. • Children (mostly) get on with each other, there is no bullying and conflicts are resolved quickly. 	<ul style="list-style-type: none"> • Children show respect and care for adults and other pupils, particularly those who are vulnerable. • Children that can reflect critically on their social relationships and identify where things have gone wrong and offer solutions to resolve conflicts. • Children that can empathise with the feelings of others and respect the viewpoints of others. • Children understand their place, contribution and responsibility as part of social groupings, the community and society as a whole. • Children (mostly) get on with each other, there is no bullying and conflicts are resolved quickly. • Children have good interpersonal skills and can speak confidently to each other and most adults as ambassadors for the school. • Children's sense of social responsibility leads them to help others. • Children contribute and know that they have a voice in school improvement. • Children have responsibility and feel valued as a result. 	<ul style="list-style-type: none"> • Children have excellent role models to aspire to often from underrepresented groups, such as BAME, women and people with disabilities. • Children have a good knowledge and understanding of their own culture as well as different countries and cultures around the world. • Children have some experience of the foods, art, dance, songs, music, stories, etc. from different countries and cultures. • Children have an appreciation of the Arts through participation and observation. • Children have an appreciation of PE and Sport through participation and observation. • Children have a good understanding and awareness of racism and prejudice and hold the people who changed situations and attitudes in high regard. • Children have a good knowledge and awareness of different religions and their practices. They show respect for the beliefs, views and opinions of others who have a faith or no faith. • Children have a good understanding of Sex and Relationships (appropriate to their age group) and recognise different family backgrounds and make up. • Children have a good awareness of disability and different needs. They show a high level of respect, care and support for others.
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