



Ladywood

Primary School

Statement on SMSC

How we promote spiritual, moral, cultural and social development

Spiritual- what do we do?

1. Pupils to develop their own personality and have respect for different people's feelings and values.
2. Pupils to use imagination and creativity in their learning, and are able to reflect on their experiences.
 - In every individual lesson where the children are given the opportunity to reflect upon their learning when; ticking off their success criteria, reviewing the work which they have produced and when completing their corrections
 - When working collaboratively
 - When using talking partners to approach a question or problem creatively
 - Through celebration assemblies, rewards and 'time to shine' given each day in class where children are valued for their individual talents and personalities.
 - Providing children with the opportunity to learn about different religions through our RE curriculum so that they gain an understanding of spirituality.
 - Providing children with the opportunity to reflect during assemblies.
 - In EYFS children celebrate world festivals and events, resources used to reflect diversity, circle time and talk homework linked to events.

Moral - what do we do?

1. Pupils recognise the difference between right and wrong.
2. Pupils understand society's values.
3. Pupils develop their understanding of the consequences of their actions which will then encourage them to make reasoned decisions.
 - Visitors to the school such as: father Tom representatives of the Police and Fire Service.
 - Anti- bullying curriculum
 - Consistently when following our behaviour policy.
 - Providing children with the opportunity to learn about society and the rules which govern it through the RE and PSCH curriculum and assemblies.
 - Through the use of the home-school agreement.

- By encouraging children to be ambassadors of our school values when they are undertaking school trips or involved in community events.
- In EYFS class rules displayed and reminded given each lesson and circle time.

Social – what do we do?

- 1. Pupils to work collaboratively with each other and participate successfully in the community as a whole.**
- 2. Pupils should have a willingness to develop skills that are necessary to be able to resolve conflicts and to create successful relationships.**
 - Through the participation in a wide variety of sporting and social events where the children have to mix with pupils from a range of backgrounds.
 - By taking children in Key Stage 2 on residential where they have to work collaboratively and work together.
 - Frequent fundraising for local and global charities.
 - Through the use of talk partners in each lesson.
 - The use of collaborative learning to enable pupils to respect and tolerate others.
 - Conflict resolution and healthy relationships taught through PSHCE
 - EYFS role play and continuous provision promotes social skills and turn taking. Daily routine - toileting, dressing, undressing, morning welcome and take home ted.
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Cultural- what do we do?

- 1. Pupils should develop an understanding of their own culture and beliefs.**
- 2. They have an appreciation of diversity within their own school.**
- 3. They show an awareness of British values and encouraged to take pride in their heritage.**
- 4. Pupils will explore and appreciate cultures and religions from around the world.**
- 5. Pupils have an understanding and respect for cultural diversity and reflect this in their attitudes and behaviours.**
- 6. Pupils develop an appreciation of theatre, music art and literature.**
 - The use of texts from different cultures, countries and religions within our English curriculum.
 - By exploring countries from around the world in geography.
 - Sharing and celebrating pupils' diverse backgrounds and cultures.
 - Displays around school to celebrate cultural diversity.
 - Assemblies which reflect various religious celebrations.
 - Developing children's knowledge of the diversity found within British society through assemblies, thematic weeks the RE and PSHE curriculum.
 - Participating in community events such as the remembrance service, community projects and links with local resident care home etc.
 - Participating in the xmas factor.
 - Music festivals

- Young voices
- 'Old and gold' and 'new and bold' stories used throughout the curriculum.
- Children learn to play a musical instrument.
- Music curriculum
- Art curriculum
- Reading areas and the library
- Concerts
- Trip to local theatre
- World book day celebrated.
- In EYFS tasking food from around the world, celebration of festivals and events and circle time.