

SMSC Report – January 2018

Definitions :

- **Spiritual** development is the development of the elements of pupils that animates and sustains us. It is about the development of a sense of identity, belonging, self-worth, meaning and purpose and the ability to reflect.
- **Moral** development is about the creation, largely by pupils, of a framework of values which regulates pupils' behaviour, and about pupils' understanding of society's shared and agreed values. It is about acquiring an understanding of right and wrong, and being able to apply this understanding within and outside school. Moral development also includes pupils' appreciation that different people hold different views on subjects, and being able to articulate their own opinions.
- **Social** development is the development of pupils' ability to work effectively with each other in a school context, and participate constructively in the wider community. It concerns the acquisition of the skills and qualities necessary to live and work together. It includes developing an understanding of society's institutions and pupils' roles as citizens of the UK and the world
- **Cultural** development is the development of pupils' understanding and appreciation of their own and others' cultures. It includes being able to live in a rapidly changing global culture, increasingly influenced by developments in travel, technological and communication, and being able to cope with the impact of such changes.

Aims of Spiritual, Moral, Social and Cultural Education here at Castle Carrock are:

- To ensure education here at Castle Carrock is holistic and not focussed on narrow aims.
- To provide pupils with a rounded education which includes areas such as, learning how to work and play together, understanding and respecting others' point of view, respecting and applying rules.
- To prepare pupils to contribute to society; to contribute to culture and to understand their cultural heritage and that of others.
- To encourage pupils to participate positively in school life, and to value themselves and their unique contributions. In turn, to value the contributions others make.

Delivery

- Weekly 'star' assemblies which focus on celebrating achievements and recognising the contribution of both pupils and staff to school life.
- Weekly assemblies which build around a 'word of the week' designed to prompt thinking and the development of holistic education. The key theme of these is written on the board in the staffroom allowing all staff to share and expand.
- The schools established rules, routines and expectations for behaviour and learning. The policy was recently rewritten and edited with the school council.
- The staff actions, modelling of behaviour and the use of vocabulary around school.
- Curriculum planning - lesson drivers 'community' and 'in the news'
- RE lessons which support the understanding and the experiences behind different religions.
- Links with the local Vicar for twice-monthly assemblies
- School Council which works to contribute positively to school life and also supports the school values and rules.
- 'Rotakids' – a group supported by the local Rotary Club which raises money for charity and is completely led by the children.
- Visitors – the school welcomes a wide variety of visitors from different backgrounds to share their experiences. Children are taught to be respectful, to ask pertinent questions and to share their understanding.

2017/2018 specific:

(this is not an exhaustive list – but summarises how we plan for and give these experiences to our pupils.)

Whole school visit to the pantomime in Newcastle.

This is an event which involves families and allows not only for a trip out to a city environment – which is a new experience for our children – but also a ‘typical’ British pantomime! A cultural visit which is a favorite with families and school staff.

Class 4 taking part in Candlemas at Cumrew Church

This is part of our annual events programme which takes us to the surrounding villages for activities in the community. This was led by the local vicar and is something that the children take very seriously. Not only does it link with curriculum based RE and speaking & listening but it also allows the children to experience an aspect of British life.

Whole school – Carol Singing and Harvest Festival (Castle Carrock Church)

Both events which mark a festival celebration in school life. Children prepare for this and take part in the assembly. This year the whole school sang carols in the church after school and this was very well received by the parents – it also meant that the children were taught these carols in our whole school Wednesday singing sessions which linked in with our music curriculum and gave our children a shared experience.

Hindu Story Teller for Divali (Whole School)

Oral story telling is such an important part of cultural tradition and we use story tellers and performance poets to give the children a genuinely amazing experience. This was linked with the Hindu festival of Divali and delighted the children with traditional tales.

Class 2 visit to Buddhist Centre

This allowed the children to experience first-hand the teachings and techniques at a Buddhist centre – as well as to see how items and artefacts are used in these teachings.

Year 6 transition project with Warwick Bridge and Great Corby

This project takes place across all three schools with a different focus for each session. The children are encouraged to mix across school groups – to take the time to get to know each other and to work towards a shared aim.