



Every child is stretched, supported and secure.

Social, Moral, Spiritual and Cultural (SMSC)

SMSC Curriculum

“Pitton Church of England Primary School is at the heart of the local community. Relationships between staff and pupils are strong. These are rooted in the schools values of ‘friendship, family and fulfilment’. Pupils are happy and safe. They have a trusted adult to speak to if they have any concerns. Staff have high aspirations for all Pupils strive to meet these. They understand why it is important to do their best. Pupils appreciate the rewards they receive for making positive choices about their learning and behaviour. Pupils attend well. They are polite and welcoming to visitors. Pupils know the golden rules and hold one another to high standards of behaviour. The atmosphere within the school is calm and purposeful. Beyond the classroom, pupils socialise happily. Older pupils understand that they are role models for younger children. They describe the school as a family of friends. Pupils take part in a range of enrichment activities which are carefully planned to support and build on areas of the curriculum. Pupils become active citizens in their community For example, they participate in litter picking to improve the local environment.” OFSTED REPORT 2024

What is SMSC?

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC. As part of work in this area, it meets Article 2 for the Rights of the Child where they apply to every child without discrimination.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

VISION

'Life in all its fullness' John 10v10

At Pitton CE Primary School we value **Friendship, Family and Fulfilment**. We are dedicated to providing a holistic learning experience where children feel safe and supported by every member of our community. Our small setting provides a strong family environment which promotes growth and fulfilment academically, emotionally, spiritually and socially.

Growth mind-set is at the heart of our community, involved in every aspect of school life. We motivate and support each other to tackle new challenges, persevere and stretch ourselves. We are committed to ensuring every child feels unique, valued and integral to our school community.

We strive to be pillars of the community, who respect and make a positive difference to the world around us; and for every one of us to be a role model, who inspires a love of learning and the sharing of success.

Our school takes pride in leading the children on their journey to acquire the skills and attributes needed to achieve their dreams and aspirations in the future.

VALUES

Year 1 - Friendship, Courage, Compassion, Humility, Justice, Peace

Year 2 - Respect, Generosity, Perseverance, Wisdom, Service, Responsibility

Year 3 - Hope, Thankfulness, Trust, Forgiveness, Truthfulness, Creativity

Spiritual, Moral, Social and Cultural (SMSC) Development at Pitton CE Primary School

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Pitton CE Primary, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Pitton CE Primary School
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> - Regular Assembly topics from Values for Life - Assembly timetable recognises key festivals in all religions and special days. -RE curriculum using Agreed Syllabus - Harvest Festival assembly in church and the support of charity voted for by the class leading worship - Easter Assembly led by Rev'd Simon Chambers - Christmas Carol Concert in St Peter's church - Infants Christmas Nativity in school - Speakers in assemblies to discuss impact on lives- - Display in corridor to promote values for life
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> - RE Curriculum discussions; use of the Big Questions. - Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly where children's external activities are celebrated. - Golden assembly where pupils are nominated by staff or peers for particular good work or good actions during that week - Encouraging pupils to share their beliefs with their classes and during assembly.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> - RE Curriculum - PSHE curriculum - Global learning elements throughout all the enquiries across school.
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> - Positive Behaviour Policy - Corridor display on Values for Life - Charity and fundraising events –Macmillan cancer research, Children in Need, Red Nose Day, Water Aid, Help the Heroes - Regular Collective Worship - Collective worship led by Rev'd Simon Chambers from village church

	<ul style="list-style-type: none"> - RE planning and curriculum; knowledge and response
<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE curriculum - Dedicated SMSC time in Global learning issues. - Global learning - Positive Behaviour Policy
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect through golden rules - Reinforcing concepts in whole school assemblies - Class rules across whole school are signed and displayed in each room - House Captains – House meetings, meetings with SLT - Clear set of values across school and on display. Covered within the whole school SMSC and Health and Safety overview.
<p>Promoting teaching styles which: -Value pupils’ questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking ‘why’, ‘how’ and ‘where’ as well as ‘what’.</p>	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering - Training for whole cohort on participation and effective questioning

M O R A L

<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with display in each class - Positively worded whole school rules - Regular updates and reinforcement in assemblies - Good behaviour and actions recognised in Golden Assemblies. - Whole school house point system with House Captains - Values promoted across the school.
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - In enquiries where being a scientist, debate when used for good and bad. When being a historian, focus on the decisions of key historical figures and debate their judgements and moral view points. - RE planning - Positive Behaviour Policy - School Council - Gardening club: consider how local environment changed in a positive way or negative.

	<ul style="list-style-type: none"> - Influential people included in Curious City Enquiries and through The Write Stuff Units which include links to Protected Characteristics
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	<ul style="list-style-type: none"> - E Safety Computing planning - Bullying lessons, assemblies and awareness in PSHE and during Anti Bullying Week. Life Education van visits to look at Bullying and Peer pressure - House Captains make decisions on spending PTA funds, PE and Sport Grant
Rewarding expressions of moral insights and good behaviour.	<ul style="list-style-type: none"> - Positive praise - House points system with House Captains - Golden assembly relating to school values and good learning traits. - Lunchtime MDSAs reward positive behaviour with house points as well as recognising negative - Regular rewards for demonstration of good manners and politeness
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	<ul style="list-style-type: none"> - Reinforcement in Assemblies – children very clear on expectations - Recognise days such as anti-bullying and safer recruitment. Look at how feels to be “wronged”. - Winning house or winners of class bonus have “treat afternoon”. - E Safety Computing planning and policy - Respond to national events in Assemblies - When on red, complete behaviour contract which is followed up by senior leaders. - In PE, sports selection policy has clear code of conduct on the pitch and within school.
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE curriculum - Influential people included in Curious City Enquiries and through The Write Stuff units which include links to Protected Characteristics
Encouraging pupils to take responsibility for their actions for example, respect for property, care of the environment and developing codes of behaviour	<ul style="list-style-type: none"> - Consistent golden rules across school with one that reflects this. - Mirror in corridor asking children to ‘meet the person responsible for their actions, behaviour, choices etc - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 5/6 House Captains Sports ambassadors and Playground leaders. - Gardening club

Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> - Whole school and Class - By acknowledging the positive and negative benefits of the Internet. - Visitors as part of the collective worship including Open The Book, Rev'd Simon Chambers - Wider opportunities in music; opportunities for 1:1 and group music lessons - In sport, make clear fair play and the shaking of hands.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> - School vision and values displayed around school - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. <ul style="list-style-type: none"> - Golden rules signed and displayed in all classrooms

SOCIAL

Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school Rules - Consistent values the school have agreed upon and promote.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - All policies have review statement for equality and inclusion. - Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days in Houses - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, Fairtrade Coffee morning, - Family learning e.g. Internet awareness for parents, Maths workshop for parents
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - House Captains - Learning Partners during class discussions - Staff training on whole class participation techniques, group work and learning partners. - Regular competitive sporting events - Fundraising Events - Playground leaders - Sports Ambassadors organising whole school Houses sport competitions - House Captains and encouraging others in Celebration Assembly.
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - PSHE curriculum including challenging stereotypes. - When being a Historian, children learn about how different civilisations are organised socially.

<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> - Christmas Productions - Wrens - Christmas Carol Concert – Hawks and Kites - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experience in Year 5/6
<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/Citizenship curriculum - School involvement in community events such as remembrance, carol concerts, Pitton panto - Look at moral issues through PSHE curriculum. - Reflected in our school values; kindness / respect / responsibility.
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets. - Careers fair
<p>Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</p>	<ul style="list-style-type: none"> - Pupil elections and democratic vote for House Captains Children write own speeches for House Captain - Pupil training for Playground leaders and Sports Ambassadors - Involvement in Senior Leader Interviews - Mirror General election with school's own election - Pupil voice on selection of House Captains - Participating in Remembrance; taking part in campaign for memorial services
<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Party leaders and running mates in general election - Children plan further ways to improve our school - Pupils have roles in school such as House Captains / recycling officers / Library assistants/ sports ambassadors and playground leaders/ Class responsibilities.
<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Clubs: Parents invited in to work with pupils on creative tasks.

CULTURAL

<p>Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> - Fairtrade / Rights of the Child / challenging stereotypes / war and peace through remembrance.
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<p>Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> - Cultural elements in Curious City enquiries studied Sharing stories from other cultures and countries in assemblies
<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> - Differentiation in planning to challenge pupil's learning. - PSHE curriculum look at personal gifts and talents. - Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music. - Participation in gifted and talented workshops within cluster or at external events
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> - Creative Enquiry Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. - In The Writing Stuff (writing), engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Dance project centred around theme and dance - Participation in Art Project linked to the Cathedral and display work at Cathedral - Making links with global events such as the Olympics, Winter Olympics or World Cup. - Looking at the local history and how different cultures have shaped it. - All year groups visit the theatre every year. - Junior musicals on stage - Infants Christmas show on stage
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - Opportunities for musicians and drama pupils to perform to their parents. - Drama productions performed to wider community - Visitors from Clarendon history society or Pitton Nature Trust providing workshops for various year - Yearly theatre trips for all year groups
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning Environment Expectations which reflect themes taught - Global learning and/or World Religions Day across the school and school's impact. - Art Exhibit where pupil's art work is show cased both in school exhibition and at Five Rivers Leisure Centre.
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> - School's creative curious city curriculum. Plan exciting enquiries with cultural links and Global learning elements in each. - When being a Scientist of Historian, look at how developments from around the world affect our daily life - HT carries out scrutiny each term looking at cultural opportunities and gives feedback on plans. - School works with Ali Camp (Learning Everywhere) who suggests Global elements in enquiries - Enquiries and The Write Stuff units include influential people

Spiritual

Visitors from Different Faiths

School Vision, values and Behaviour Policy

Charity Work/Fundraisers

Whole School Assemblies

Themed days / Weeks

SCARF Class Assemblies

Assembly Reflections

RE Curriculum Planning

Curriculum Topics

Residential trips

Celebration Assemblies
(Good Work, Golden Book)

Learning Mentor
with ELSA

School Website for photographs

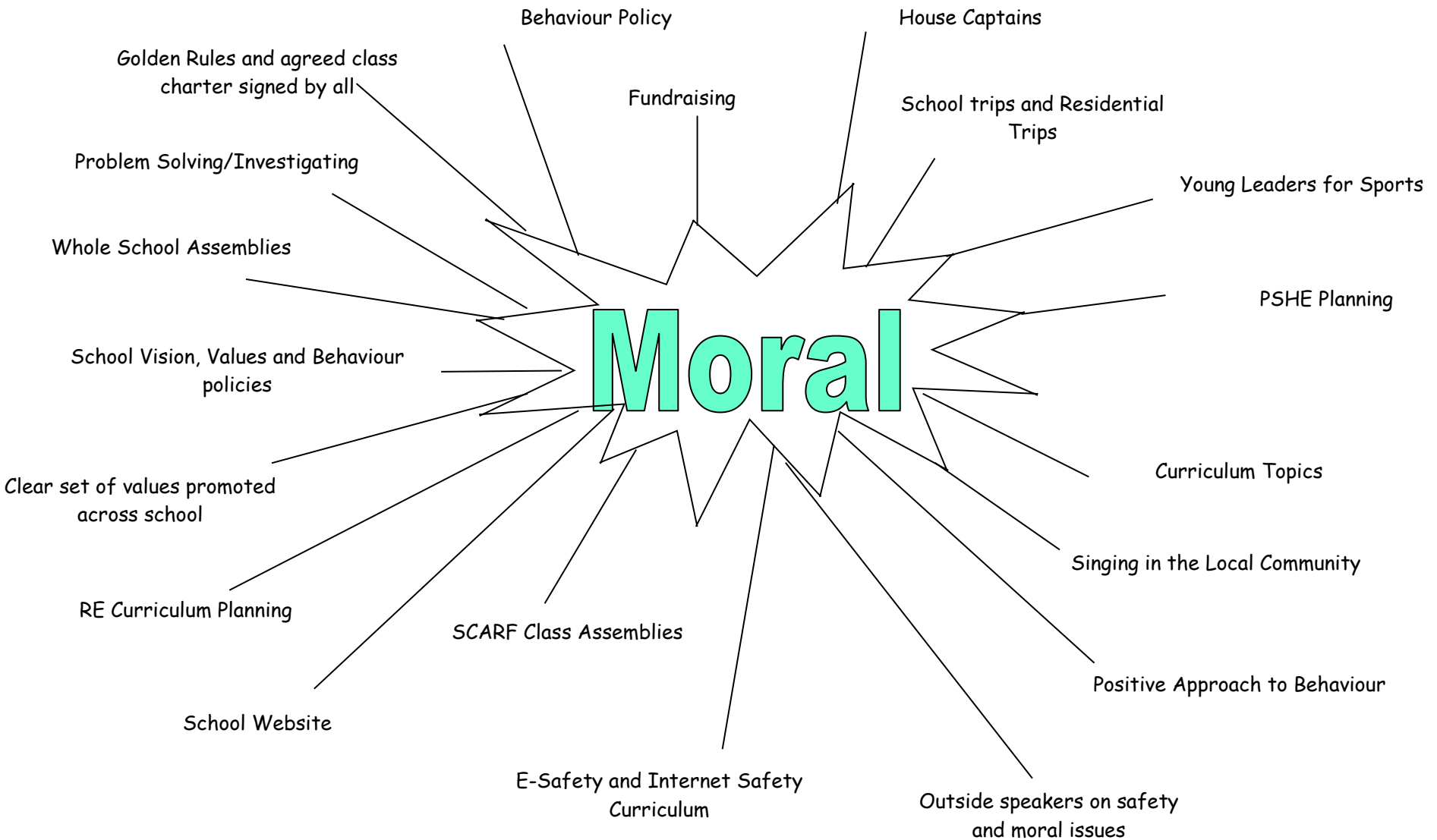
Play Leaders and Reception
buddies

Marking and Feedback Policy

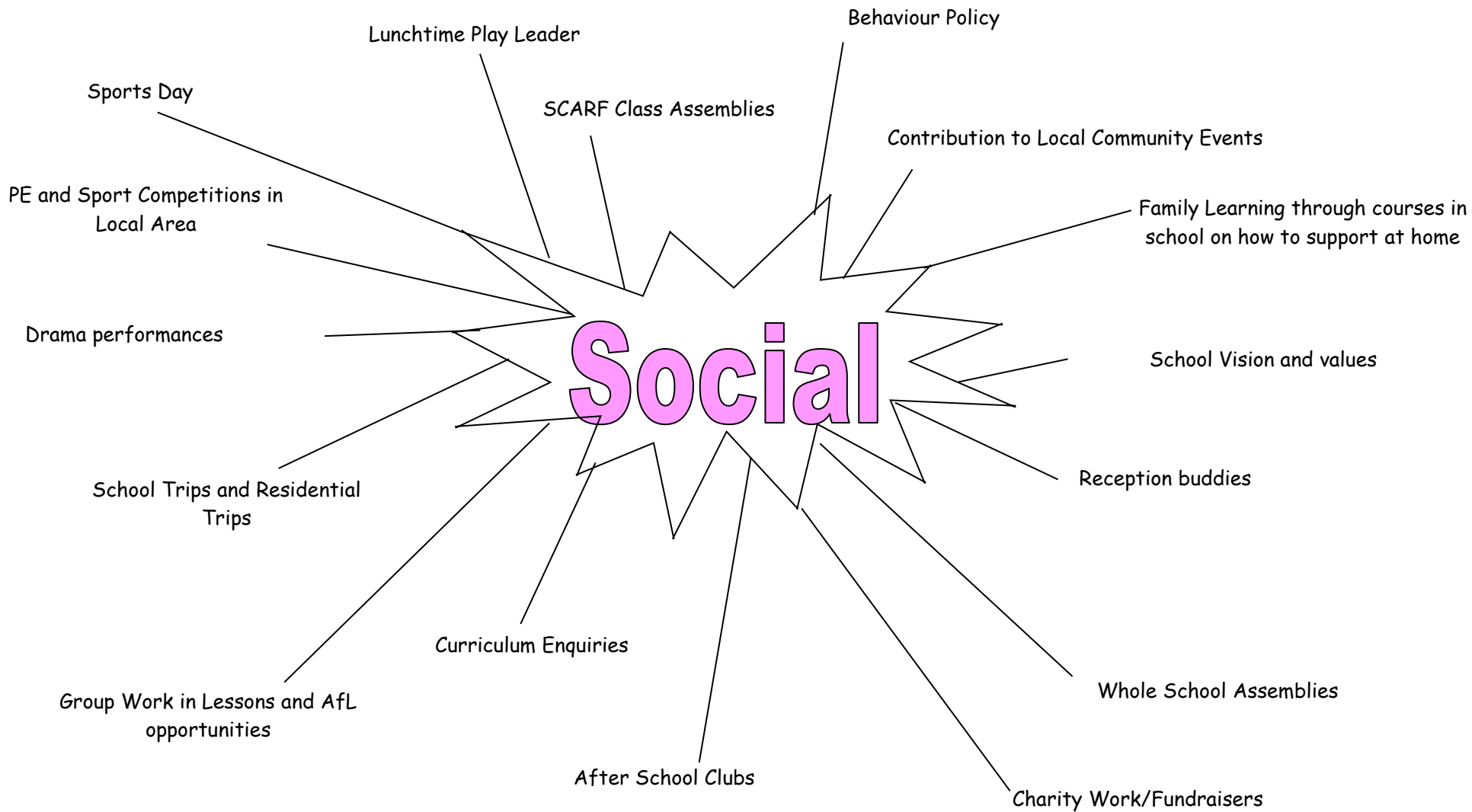
Display provoking thought

Family Liaison Officer

Moral



Social



Cultural

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graph TD; C((Cultural)) --- A[Events with Other Schools]; C --- B[Links with Schools in Contrasting Locations (e.g.. London. North Carolina)]; C --- C[Internet to Research]; C --- D[RE Curriculum Planning]; C --- E[Class SCARF Assemblies]; C --- F[Celebrations of Different Religious Festivals (Christmas, Harvest, Easter, Chinese New Year)]; C --- G[Modern Foreign Languages: German]; C --- H[Music Lessons]; C --- I[Theatre visits]; C --- J[Historical/Geographical Topics - Thematic topics part of creative curriculum]; C --- K[Curriculum Project Experiences—Visitors, Trips and themed days]; C --- L[After School Clubs]; C --- M[Photographs on Website]; C --- N[Different Menus for Celebration of Events]; C --- O[Displays around the School];
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Events with Other Schools

Links with Schools in Contrasting Locations (e.g.. London. North Carolina)

Internet to Research

RE Curriculum Planning

Class SCARF Assemblies

Celebrations of Different Religious Festivals (Christmas, Harvest, Easter, Chinese New Year)

Modern Foreign Languages: German

Music Lessons

Theatre visits

Historical/Geographical Topics - Thematic topics part of creative curriculum

Curriculum Project Experiences—Visitors, Trips and themed days

After School Clubs

Photographs on Website

Different Menus for Celebration of Events

Displays around the School

British values across the curriculum at Pitton CE Primary School

The DfE expects all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths or beliefs. These are some of the ways in which we do this as Pitton CE Primary School, through a broad and balanced curriculum which includes PSHE and Religious Education and an ethos which celebrates each child's unique gifts and fostering healthy mutual and self-respect.

DEMOCRACY	RULE OF LAW	INDIVIDUAL LIBERTY	RESPECT AND TOLERANCE
<p>We have House Parliament and House Captains are elected each year by vote</p> <p>Children take turns to hold responsibilities e.g. monitors</p> <p>Visits by local MP to school every 3 years</p> <p>We use local and General elections as rich learning opportunities</p> <p>We learn about the Magna Carta and are fortunate to be able to visit an original copy in nearby Salisbury</p> <p>We chose our activities for Golden Time</p>	<p>We have Golden Rules shared across the school and agreed rules and expectations within individual classes</p> <p>We have a shared Good manners Code which cherishes politeness, honesty and kindness</p> <p>We reward the respecting and following of rules and share examples in our weekly Golden Celebration</p> <p>We promote rules and fair play in sporting competitions and invite sporting role models into school</p>	<p>Through PSHE and our school behaviour code, we teach rights and responsibilities, choices and responsibility for actions and good citizenship.</p> <p>Our Year Six pupils attend the Good Citizenship roadshows</p> <p>Our older juniors learn about human rights and the UN Convention on the rights of the child.</p> <p>Our school ethos is underpinned by a commitment to equality and inclusion</p> <p>Our anti bullying policy includes pupil-designated, pupil-friendly booklet</p> <p>Through collective worship we promote values such as justice, respect, responsibility and trust</p>	<p>Our RE curriculum enables our children to learn about and understand all six of the world's major religions – how they differ and what they have in common</p> <p>Our enquiry curriculum for being a Geographer introduces our children to different cultures throughout the world</p> <p>Through collective worship we promote values such as respect, friendship, humility and peace</p>