



Weaverham Forest Primary School

Spiritual, Moral, Social and Cultural (SMSC) development of Pupils.



	How We Promote It
<p><u>SPIRITUAL</u> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<ul style="list-style-type: none"> • PSHE lessons following PSHE Association guidelines and using Go-Givers website as main resource supplemented with activities found on the internet : Managing Risk and Keeping Safe, Managing Change, Informed Choices, Responding to an Emergency, Influences, Developing Relationships, Managing Emotions,, Bullying and Abuse, Asking for help, Equality and Diversity, Self-respect and Responsible behaviour, Rights and Responsibilities, Groups and Communities, respecting Equality- being a member of a diverse community, Respect for the Environment, Money and Enterprise. • Daily assembly- collectively reflecting on areas being covered in PSHE/special events. • Visitors who have led an assembly- Minister Thomas-Prasad, Reverend Andrew Brown (fortnightly), RNIB, NSPCC (Y6), Weaverham High School children on anti-bullying (Y6) • RE Curriculum: R and Y1- Christianity, Y2- Christianity, Judaism, Y3/4- Christianity, Islam, Sikhism, Y5/6- Christianity, Islam, Judaism, Hinduism Festivals of the different religions studied, Y1 visit St. Mary's Church to learn about the different parts of a Church. In class they have a pretend marriage and christening, teachers use clips/virtual tours to see the inside of other religious buildings, resource box for each religion. • Links with local community- choir sang for an OAP's dinner, Choir sang for the Rotary club switching on of the Christmas lights, Y3 participated in the Christmas festival at Arley Hall, Nativity Service at St Mary's Church, enter Village Show, • During singing assembly, children asked to reflect on the words. • Quiet areas-Nurture room, reading areas in all classrooms, library • Visitors- Ghanaian lady who led an assembly and then did tie-dying with the whole school, Indian dancer who did a workshop with all children, Planetarium, Hearing Bus, Swashbuckle Crew. • Learning outside of the classroom- lessons, outdoor classroom, wooded area, garden, Forest Schools project, trips • Cornerstones cross curricular topics • Before a topic is started the children ask questions about what they would like to learn. • Residential Trips in Y2, 4, 6
<p><u>MORAL</u> Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<ul style="list-style-type: none"> • PSHE curriculum: Managing Risk and Keeping Safe, Managing Change, Informed Choices, Responding to an Emergency, Influences, Developing Relationships, Managing Emotions,, Bullying and Abuse, Asking for help, Equality and Diversity, Self-respect and Responsible behaviour, Rights and Responsibilities, Groups and Communities, respecting Equality- being a member of a diverse community, Respect for the Environment, Money and Enterprise. • RE lessons: R and Y1- Christianity, Y2- Christianity, Judaism, Y3/4- Christianity, Islam, Sikhism, Y5/6- Christianity, Islam, Judaism, Hinduism • Daily assembly- collectively reflecting on areas being covered in PSHE.

- Cornerstones cross curricular topics
- Before a topic is started the children ask questions about what they would like to learn.
- Policies- Behaviour, Anti-bullying, Equality and Diversity Policy
- Core Purpose and Core Values displayed around school and in classrooms.
- School rules displayed around school- whole school helped make these.
- Class rules displayed- children make these at the beginning of a year.
- Traffic light behaviour system used in whole school.
- Fully inclusive- children with: Hearing impairment, Physical impairment, ADHD, Sensory needs, Social and Communication difficulties, multi- complex needs
- Y3/4 visit to local Special School to watch their pantomime production.
- 2 ELSAs (Emotional Literacy Support Assistants) who take Nurture Groups. We have a supportive pastoral care.
- Talking partners
- Reading buddies
- Pupil voice- school council, questionnaires, peer feedback
- Visitors- Ghanaian lady who led an assembly and then did tie-dyeing with the whole school, Indian dancer who did a workshop with all children, Planetarium, Hearing Bus, PSCO, NSPCC.
- Learning outside of the classroom- lessons, outdoor classroom, wooded area, garden, Forest Schools project, trips
- Incident forms/ABCD forms filled in to challenge inappropriate words/attitudes. Actions implemented.
- Class diaries
- Rewards for positive behaviour- individual points, house points, achievement assembly (given certificate and book mark), postcard home, head teacher's award/sticker, lunchtime gold coins, FABB award
- Children attended an Internet Awareness Day
- Learning Powers are displayed and recognised in lessons throughout the school.

SOCIAL

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British values](#)' of democracy, the rule of law, liberty, respect and tolerance.

- See 'Promoting British Values' sheet.
- Positive relationships between staff and children, children and children, staff and staff
- The children are grouped into Houses (Beech, Oak, Chestnut and Elm)
- PSHE curriculum
Managing Risk and Keeping Safe, Managing Change, Informed Choices, Responding to an Emergency, Influences, Developing Relationships, Managing Emotions,, Bullying and Abuse, Asking for help, Equality and Diversity, Self-respect and Responsible behaviour, Rights and Responsibilities, Groups and Communities, respecting Equality- being a member of a diverse community, Respect for the Environment, Money and Enterprise.
- School Council- raised money for charities, improved the school playground, made up FABB awards, decided upon rewards for FABB children and lunchtime reward. Children have different roles.
- Geography lessons to learn about different societies
- French lessons to learn about the French culture
- During lessons, partner and group work (changed often) to encourage discussions and working as a team. Opportunities to persuade and debate.
- During Forest Schools, partner and group work to encourage working as a team and discussions.
- Y6 children have monitoring roles- registers, playground equipment, KS1 snacks, music and doors for assembly
- In class, children are given monitoring roles.
- KS1 and KS2 have productions.

- Talking partners in every class
- Reading buddies between classes
- Community-Choir sang for an OAP's dinner, for the Rotary Club switching on of the Christmas lights, Y3 participated in the Christmas festival at Arley Hall, Nativity Service at St Mary's Church, enter Village Show, held a MacMillan's coffee afternoon
- School news put into village newsletter.
- Learn 2x Pie Corbett texts termly as a class and in groups.
- Performed a Pie Corbett text for family and friends.
- Y3/4 have African Drumming lessons weekly. Did a performance for family and friends.
- Extra- curricular Clubs
- Intra sports competitions
- Y5/6 have music lessons (Wider Opportunities) weekly.
- 2x Reception Stay and Play
- Made Craft Fair goods with parents
- Each class baked cakes and sold them
- Whole school events- Summer Fair, Christmas Fair, Halloween Disco, Sports Day, picnic to celebrate the Queen's birthday,
- Charity events-Children in Need Sports Relief, Fairtrade Fortnight
- Links with other schools/ communities- Children in the choir and band performed at the Weaverham High School Music Festival, cluster moderations, Weaverham High School Gifted and Talented days, sporting competitions, NQTs supporting each other, Weaverham Cricket Club, Sandiway Golf Club, Sandiway and Cuddington Tennis Club, Winnington Rugby Club and Argentinian under 20s
- Transition session for all children to get to know new class teacher
- Extra transition sessions into new class/ High School for SEND children
- Reflection sheets for those children who have had a challenging break or lunch time.
- Volunteering is encouraged- We have Road Safety Officers, Phys Kids leaders, sports leaders
- Working Together Group- Parent voice meet every half term.

CULTURAL

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

- PSHE Curriculum: Managing Risk and Keeping Safe, Managing Change, Informed Choices, Responding to an Emergency, Influences, Developing Relationships, Managing Emotions,, Bullying and Abuse, Asking for help, Equality and Diversity, Self-respect and Responsible behaviour, Rights and Responsibilities, Groups and Communities, respecting Equality- being a member of a diverse community, Respect for the Environment, Money and Enterprise.
- RE curriculum:
R and Y1- Christianity, Y2- Christianity, Judaism, Y3/4- Christianity, Islam, Sikhism, Y5/6- Christianity, Islam, Judaism, Hinduism
- Children's Rights Week- with visiting Ghanaian artist workshop and Indian dancer workshop
- Learning outside of the classroom- lessons, outdoor classroom, wooded area, garden, Forest Schools project, trips
- Science week- Space (Planetarium and Tim Peak)
- G+T days- science and art
- Safari ranger visit
- Trips- Space Port, Chester Zoo, Swashbuckle, Plantation, theatre for pantomime
- Y4 residential trip to Rochester Roman City.
- Children in the choir and band performed at the Weaverham High School Music Festival
- Celebration of current events- Tim Peak into Space, Fairtrade Fortnight, LGBT lessons, Queen's 90th birthday, festivals (Easter, Christmas), Mother's Day, Father's Day
- Clubs- arts and crafts, drawing, film, gardening, Taekwondo, guitar

- Guitar lessons
- Quick Fire Class Act- drama/dance workshop for KS2
- Dance to Rio workshop- KS1
- Participation in Northwich Sports week
- Themed lunches- Italian, Chinese, Indian
- All staff have completed PREVENT Radicalisation training online and gained a certificate.