

**THORNHILL PRIMARY SCHOOL**  
**HOW DO WE PROMOTE SMSC IN OUR SCHOOL**

SPIRITUAL DEVELOPMENT	MORAL DEVELOPMENT	SOCIAL DEVELOPMENT	CULTURAL DEVELOPMENT
<p><b>RE</b>  <b>Assemblies</b>  <b>Collective acts of worship and support for personal acts of worship</b>  <b>A sense of awe, wonder and mystery- being inspired by the natural world, mystery or human achievement</b></p> <p>Spiritual development is fundamental to other areas of learning; it aids curiosity, imagination, insight, intuition and questioning.</p> <p>Spirituality will aid the development of beliefs, attitudes and values which guide and motivate and ones will that influence them in their own lives  It develops an understanding of feelings and emotions which support reflection and learning. Through spirituality we develop an awareness of ourselves; our thoughts, feelings, emotions, responsibilities and experiences and a growing understanding and acceptance of individual identity and an ability to build up relationships with others</p>	<p><b>RE</b>  <b>Behaviour Policy</b>  <b>School Ethos</b>  <b>Charitable Projects</b></p> <p>This focusses on , the self, relationships, society and the environment</p> <p>This is about developing a framework of moral values which regulate personal behaviour</p> <p>It is also about pupil’s understanding of society’s shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views</p>	<p><b>PSHE</b>  <b>Pupil Voice provision</b>  <b>Nurture Groups</b></p> <p>This reflects how the school promotes opportunities for our pupils to work effectively with each other and participate successfully in the community. It involves the inter-personal skills for successful relationships and the development of skills and personal qualities necessary for living and working together.</p> <p>It also involves the understanding of society and the qualities needed for living in a multi-cultural society. Roles and responsibilities and life as a citizen in a community.</p>	<p><b>Citizenship Duties to promote Community Cohesion and Race Equality</b>  <b>Access to the Arts</b>  <b>MFL</b></p> <p>This is how the school develops pupil’s understanding and respect of cultures, including their own, and reject discrimination based on difference. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures.</p>

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<p><b>How is it evidenced?</b></p> <ul style="list-style-type: none"> <li>- Multi faith RE Curriculum</li> <li>- Whole school assemblies and school values</li> <li>- Outdoor learning</li> <li>- Residential visits</li> <li>- Harvest festival/other religious celebrations</li> <li>- SEAL</li> <li>- Nurture/support groups</li> <li>- Singing assemblies</li> <li>- Opportunities to reflect on their experiences</li> <li>- Visits to places of worship</li> <li>-Through the curriculum and through topics</li> </ul>	<p><b>How is it evidenced?</b></p> <ul style="list-style-type: none"> <li>- RE Curriculum</li> <li>- Age appropriate responsibilities</li> <li>- Circle Time</li> <li>- Anti- Bullying week</li> <li>- Whole school assemblies and school values</li> <li>- Voice of the Child</li> <li>- Class Monitors</li> <li>- School Council</li> <li>- Singing in the local Community</li> <li>- Positive Behaviour Plans</li> <li>- Charity appeals</li> <li>- PSHCE Curriculum</li> <li>- After school clubs</li> <li>- Class rules.</li> <li>- Awards: <i>special person, worker</i></li> <li>- Personal behaviour targets</li> <li>- Nurture groups-strong emphasis on social and moral development</li> <li>-Opportunities for debating, decision making</li> </ul>	<p><b>How is it evidenced?</b></p> <ul style="list-style-type: none"> <li>-Circle Time</li> <li>- School Council</li> <li>- After school clubs such as Spanish, gymnastics, football, art &amp; craft, science etc.</li> <li>- Lunch time clubs such as scooter, basketball</li> <li>- School visits</li> <li>- SEAL</li> <li>- Learning Support nurture group</li> <li>- Transition visits</li> <li>- Charity support,</li> <li>- Extending community links.</li> <li>- Peer support</li> <li>- Buddy reading</li> <li>- Residential visits</li> <li>- School productions</li> <li>- Year 6 Play Leaders</li> <li>- Sports Days</li> <li>- RE Curriculum</li> <li>-The curriculum; PSHE, citizenship, drug education, SRE</li> </ul>	<p><b>How is it evidenced?</b></p> <ul style="list-style-type: none"> <li>- Arts Week</li> <li>- Curriculum opportunities</li> <li>- Visits to Art Galleries</li> <li>- Art and Music events</li> <li>- Book Days/Week</li> <li>- Musical Performances</li> <li>- Theatre visits and trips</li> <li>- School trips to museums</li> <li>- Opportunities to take part in school productions/performance</li> <li>- Cultural Celebration Days</li> <li>- Anti-Bullying week</li> <li>- Visits from people from different Cultures</li> <li>- Spanish Club after school</li> <li>- MFL in school</li> <li>- Sports Days/Week</li> <li>- Recorder for Year 4</li> <li>- Ukulele for Year 3</li> <li>-Curriculum links to topics,</li> </ul>

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<p><b>Intended impact on pupils</b></p> <ul style="list-style-type: none"> <li>- Children show empathy and an ability to reflect on their own and others' achievements.</li> <li>- There is an increased ability for them to empathise with others and see beyond the self.</li> <li>- Children have a first-hand experience of places of religious worship.</li> <li>- Children have a respect for themselves and others.</li> <li>- Children have an awareness and understanding of their own and other's beliefs</li> <li>- Children can express themselves through a range of curriculum areas; <i>art, music, literature,</i></li> <li>- Children can control their emotions and feelings</li> </ul>	<p><b>Intended impact on pupils</b></p> <ul style="list-style-type: none"> <li>- Children have more confidence in themselves and in their community.</li> <li>- They are able to give reasons for things being right and wrong.</li> <li>- There is no fighting in school and a positive atmosphere pervades.</li> <li>- Children look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</li> <li>- Children have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</li> <li>- Children enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.</li> <li>- They value their environment as a source for wonder and inspiration</li> </ul>	<p><b>Intended impact on pupils</b></p> <ul style="list-style-type: none"> <li>- Children are able to socialise with a wide range of people and with other children.</li> <li>- We receive positive comments from the community when we go on trips and when we receive visitors.</li> <li>- Children build relationships and friendships.</li> <li>- Close knit school community.</li> <li>- Widening of pupil horizons.</li> <li>- Children feel they have a say in their school.</li> <li>- Children exercise responsibility and develop leadership skills</li> </ul>	<p><b>Intended impact on pupils</b></p> <ul style="list-style-type: none"> <li>- Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</li> <li>- Children have an understanding of a world outside their own.</li> <li>- Children feel they have opportunities to show their diverse talents and feel valued for this.</li> <li>- Older children begin to understand how cultures grow and develop</li> </ul>