



Keeping Christ at the heart of all we do.

**Spiritual, Moral, Social and Cultural (SMSC) Development at St. Sebastian's R.C. Primary School**  
**Audit of Provision – 2023 - 2024**

SMSC development is referenced throughout Ofsted's School Inspection Handbook. We embrace all opportunities to ensure SMSC education permeates the curriculum as well as the promotion of physical and mental well-being, enabling our pupils to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence at St. Sebastian's R.C. Primary School
<b>SPIRITUAL Development</b>	
<ul style="list-style-type: none"> <li>the ability to be reflective about their own beliefs, (religious or otherwise), and perspective on life.</li> </ul>	<p>Weekly Gospel and Celebration Assemblies (rolling programme of themes). Daily prayers. Advent/Christmas/Easter Stations of the Cross and liturgical celebrations. Key feast days/festivals. Crowning of Our Lady, St. Sebastian's Day. Remembrance Day Ceremony. Weekly class mass preparation and participation. Fr. Alphonsus' liturgy reflection. Church and other places of worship visits. Dedicated RSHE and PSHE education syllabus including future careers with age related themed discussions. Opportunities for meditation/quiet reflection. Prayer Partners, School Council and Gift Team activities, e.g. making Christmas cards for the vulnerable. Sacramental programme. Themed weeks – Diversity, Refugee, Anti-bullying and Mental Health. RE Curriculum syllabus/scripture discussions – Come and See/Caritas in Action. Art and Design/Science curriculum themes. Super Six and English texts exploring values and feelings and promoting empathy and understanding of difference and attitudes. Visiting assembly speakers exploring issues/impact on lives – Walk to School, Young Carers, INTO University, other faith speakers. Access to mental health support and SEMH intervention. Mental health classroom activities.</p>

<ul style="list-style-type: none"> <li>• Knowledge of, and respect for different people's faiths, feelings and values.</li> </ul>	<p>Diversity Week.  Visitors to school speaking about other faiths, cultures – e.g. Judaism, Islam, Hinduism and wider world perspectives, e.g. CAFOD.  Welcome approach for new to the UK arrivals. FLO as point of contact.  Spanish day exploring traditions and culture.  Class curriculum discussions of other faiths, beliefs and values.  Activities in class to celebrate key festivals – Chinese New Year, Diwali, Harvest.  Assembly themes. Key visitors.  Studying art and craft work which concerns spirituality and ethics, such as war in paintings.</p>
<ul style="list-style-type: none"> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> </ul>	<p>Class topic work/curriculum discussions generating enthusiasm to learn about self and the wider world.  Visits from the Spiritan youth workers and visits to the Spiritan Centre.  Home projects – topic related. Imagination Stations. World Book Day dioramas.  Working alongside author/poet – MG Leonard, Matt Goodfellow.  Outdoor learning and off-site visits – e.g. RHS Garden Centre, farm, Nebula Centre, Bolton Museum (Egyptians), Blackpool and Chester Zoo, local area field trips. Pupil Premium Grant used to subsidise trips.  Y4/5/6 high school transition visits. Y5 and Y6 residential.  Use of Picture News.  Whole school themed days – Earth Day, Peace Day, Remembrance, Modern Day Heroes.  After school clubs – Gardening/PE Club/Digital Leaders.  Celebration Assembly where personal accomplishments are celebrated – swimming, dance competitions.  Show and Tell opportunities.  Sports competitions.  Library visits/EYFS enrolment in the local library.  Sensory space accessible.  Purposeful charity fundraising activities and support of charities voted by the School Council.  School and prayer garden – opportunities for reflection of nature.  Music appreciation and music making. Music celebrations.  On site workshops (Anglo Saxons/Vikings) and activities owls and chicks in school.</p>
<ul style="list-style-type: none"> <li>• Use of imagination and creativity in their learning.</li> </ul>	<p>After School Choir/Art Club.  Floor Books.  Dance specialist workshop leading to performance. Whole school musical Charanga performance.  Whole school projects – scripture designs.</p>

	<p>External workshops – Y4 Copley Art project.          Developing aesthetic appreciation of work – e.g. in art/religion – ‘awe and wonder’ aspect.</p>
<ul style="list-style-type: none"> <li>Willingness to reflect on their own experiences.</li> </ul>	<p>Restorative Practice/Behaviour Policy/Social Stories.          Daily worship in class.          Zones of regulation strategy cards.          Charity fundraising events – St. Joseph’s Penny, Loaves and Fishes, Macmillan Coffee mornings.          Place2Be groups - Journey of Hope.          SEMH groups – e.g. Rainbows, Reducing the Anxiety Gremlin.          Leavers’ Assembly.          PSHE/RSHE/RE lessons.          Effective questioning and feedback promoting critical and evaluative thinking.</p>

<b>MORAL Development</b>	
<ul style="list-style-type: none"> <li>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.</li> </ul>	<p>Mutual respect promoted via consistent ready, respectful and safe principles, gospel and British values. Visual displays reinforcing school’s mission, principles and values. Pupil made posters.          Weekly character trait. Half termly British value and gospel value running through PSHE programme and assemblies.          Digital Leaders online safety workshops. Parent information bulletins/links.          Safeguarding Week, including assembly.          Child friendly policies for safeguarding, anti-bullying, acceptable use for ICT.          Relationships education within PSHE/RSHE programme.          Neighbourhood Officer in school and Fire Service visits.          Workshops – Road Safety, Bikeability, Crucial Crew, Fire Service.          English text work (including poetry) and discussion of moral issues/values and personal rights and responsibilities.          Book Club.          History studies within our curriculum exploring equality, slavery and moral implications of actions of key historical figures.          School Council member elected using fair voting system.          Equality throughout curriculum.</p>

<ul style="list-style-type: none"> <li>Understanding of the consequences of their behaviour and actions.</li> </ul>	<p>Mission Statement displayed in all classes. Classroom rules established within Kagan cooperative learning groups.</p> <p>Restorative approach to promote moral decision-making.</p> <p>Behaviour Policy/School Code of Conduct/Home School Agreement. Catch up Club.</p> <p>Weekly gospel value and character certificates. Whole school house point system. Stickers for positive reinforcement.</p> <p>Reconciliation programme.</p> <p>PSHE programme.</p> <p>RE lessons – e.g. Oscar Romero.</p> <p>Reflective Journals/social stories.</p> <p>Attendance rewards.</p> <p>Science/PSHE – how advancement in science can affect society and environment and/or create dilemmas.</p>
<ul style="list-style-type: none"> <li>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<p>Promoting care for the environment - litter picking, reduce, reuse, recycle.</p> <p>Geography – fairness in distribution of earth’s resources, trade and climate change.</p> <p>PSHE and RSHE education – exploring issues of equality and sex education.</p> <p>Other faith studies within each year group.</p> <p>Themed weeks exploring equality, ethical, moral issues and viewpoints, e.g. wheelchair basketball during Diversity week.</p> <p>Themed RE visits to other faith institutions.</p> <p>Capturing pupil voice in school.</p> <p>Music studies – how music reflects beliefs/emotions and can be used as a vehicle to promote values/beliefs.</p> <p>DT – moral dilemmas created by technological advancement/considering the notion of sustainability.</p>

### SOCIAL Development

<ul style="list-style-type: none"> <li>Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</li> </ul>	<p>Looking after Bertie, the school dog.</p> <p>Entering competitions and seeking awards – Athletics, Arts.</p> <p>Homework/Breakfast and all after school clubs.</p> <p>Whole school theatre visits fostering a sense of community.</p> <p>Attendance Reward Activity – Peel Park, Afternoon Tea.</p> <p>Maths/PE competitions with other schools.</p> <p>Equality Policy driving the school ethos.</p> <p>RSHE syllabus – respecting difference.</p>
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<ul style="list-style-type: none"> <li>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> </ul>	<p>Kagan cooperative learning structures – partner/table work.  Experience Days (The Write Stuff) and enrichment activities.  Residential experiences Y5/Y6 (subsidised by PPG).  Links with the wider world – parent volunteers.  Communal activities – School Council fundraisers, Santa Dash, Big Lent Walk.</p>
<ul style="list-style-type: none"> <li>Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>Demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p>Jubilee/Coronation celebrations.  Positive behaviour reinforcement and class rules.  Respect and tolerance of one another's culture and beliefs.  Head boy/girl and elections for post.  Visits from people who help us.  Local community visits – post office, library.  Transition trips.  Into University programme raising aspirations.  Debate activities in topics, e.g. Ancient Greece.  Sports Day.  Pupil responsibilities giving opportunities to exercise leadership – class prefects/digital leaders.  Computer Explorers workshops – enriching technological opportunities to connect/succeed in the wider world.  Specific outdoor activities – Trikidz, Bikeability, Road Safety. Gardening Club.  Positive links with the community events: Carol concerts, cake sales, church visits together with St. Boniface's school, family and pupil discos, coffee mornings, spring socials, summer and Christmas Fairs.  Stay and Play/Super Six reads/Maths workshops/Technology displays inviting parents to interact alongside pupils.</p>

### CULTURAL Development

<ul style="list-style-type: none"> <li>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</li> </ul>	<p>Celebrating various saints' days – St. Sebastian, St. George, St Patrick and key events in the liturgical calendar.  Celebrating festivals – Harvest, Remembrance Day.  Dramatisation of Literary Heritage – Shakespeare UKS2.  History – how our society has evolved, art studies and fieldwork/study of architecture, design and technology.</p>
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	<p>Play in a Day workshops.  English text work – how language changes over time and societal influence on the use of language.  Music studies – composing and key composers. Exploration of link between music and art.  Maths – the contribution of other cultures.  Geography – reflecting on earth’s origins, how diverse society and traditions have developed.</p>
<ul style="list-style-type: none"> <li>Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> </ul>	<p>School population – this element permeates the curriculum implicitly with what the children contribute daily.  Opportunities to challenge stereotypes and cultural assumptions.  Research of Spanish speaking countries exploring individuality and identity in Key Stage Two.</p>
<ul style="list-style-type: none"> <li>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	<p>Exploring stories from other cultures and countries.  Elements of culture studied via history/geography/art/religious topics.  Developing confidence in basic Spanish – exploring commonalities (food, pets...)  Geography – study of physical geography which determines community lifestyle/economy.  DT/History – studying inventions which have improved/given pleasure – considering eco-friendly materials used in modern designs – Y6 costume design.</p>
<ul style="list-style-type: none"> <li>Knowledge of Britain’s democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li> </ul>	<p>Royal Celebrations.  Picture News  Field trips.  PSHE work linked to democracy. History topics which have influenced the British system.  Trips – National History Museum, WW2 Trip, Slavery Museum.</p>
<ul style="list-style-type: none"> <li>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li> </ul>	<p>Christmas pantomime theatre trip.  Cluster sports tournaments.  Choir and art club.  Art competitions.  Trim Trail in outdoor area.  Swimming lessons in Y4.  Choir visits to the local old people’s home.</p>

<ul style="list-style-type: none"> <li>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<p>Opportunities to showcase our talents.  Choir performance at Bridgewater Hall.  Ukelele concert.  Nativities.  Trips and enrichment activities.  PSHE/diversity themed activities.</p>
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