An Daras Multi Academy Trust

St Stephens Community Academy
Spiritual, Moral, Social and Cultural (SMSC)
Provision Map 2015/16

Spiritual, Moral, Social and Cultural (SMSC) – Provision Map 2015-16

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.

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.
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.

SMSC at ADMAT Academies
SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At ADMAT Academies, 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. **Please see the SMSC display in the individual academy lobby entrance for additional evidence of some of our SMSC activities.**

Good/Outstanding Practice Guidance	Evidenced at ADMAT Academies
1. SPIRITUAL	
1.0 Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	✓ Regular Assembly topics for Reception classes and then Key Stage 1 and Key Stage 2 ✓ Open Book – C of E Church Assembly – KS1 ✓ Faith and Belief (RE) curriculum using SACRE Locally Agreed Syllabus ✓ Harvest Festival ✓ Easter Assembly ✓ Easter events with MAP 6th Formers ✓ Christmas Carol Concert ✓ Christmas Productions ✓ UNICEF Rights of the Child programme ✓ Diwali Celebration - KS1 ✓ Hanukkah Celebration - KS2 ✓ Visitor from the Sikh community ✓ MfL curriculum
1.1 Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	✓ RE Curriculum discussions ✓ 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 ✓ Encouraging pupils to share their beliefs

	with their classes
1.2 Encouraging pupils to explore and develop what animates themselves and others.	✓ RE Curriculum ✓ SMSC curriculum ✓ Circle Time discussions
1.3 Encouraging pupils to reflect and to learn from reflection.	✓ Positive Behaviour Policy ✓ Charity and fundraising events – Children in Need, Christmas Jumper Day, Christmas Shoebox Appeal, Red Nose Day etc. ✓ Daily Collective Worship ✓ Faith and Belief (RE) planning and curriculum
1.4 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.	✓ Faith and Belief (RE) planning and curriculum ✓ SMSC curriculum ✓ Circle Time discussions ✓ Dedicated SMSC time in Reception classes ✓ Positive Behaviour Policy
1.5 Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	✓ Explicit teaching of manners and politeness for pupils and staff ✓ Positive Behaviour Policy ✓ Reinforcing concepts in whole school assemblies ✓ Class rules/R –Time rules ✓ Pupil Forum– see display in the Y6 corridor
1.6 Accommodating difference and respecting the integrity of individuals.	✓ Faith and Belief (RE) planning and curriculum ✓ SMSC curriculum ✓ International School Award ✓ Whole school curriculum – see long term curriculum map and curriculum display
1.7 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'.	✓ Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations ✓ Feedback from lesson observations include encouraging pupil thinking time ✓ TA training on questioning ✓ Whole school CPD programme
Good/Outstanding Practice Guidance	**Evidenced at ADMAT Academies**
2. MORAL	
2.0 Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	✓ Positive Behaviour Policy ✓ Weekly updates/ reinforcement in assemblies ✓ Celebration Assemblies ✓ Badges, Class rewards, Governor Cup etc.
2.1 Promoting racial, religious and other forms of equality. Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice,	✓ International Schools Award ✓ Religious visitors from different faiths and visits ✓ Faith and Belief (RE) planning ✓ Positive Behaviour Policy ✓ Pupil Forum

equality of opportunity, right and wrong.	✓ PCSO/Fire Services visit to Reception classes ✓ Annual Careers Fair – KS2 ✓ Annual Life Skills workshops – KS2
2.2 Developing and open and safe learning environment in which pupils can express their views and practise moral decision-making	✓ E Safety Computing planning ✓ Bullying lessons, assemblies and awareness ✓ International School Award
2.3 Rewarding expressions of moral insights and good behaviour.	✓ Positive praise ✓ Badges ✓ Weekly credits (Internal currency) ✓ Lunchtime credits (internal currency) ✓ Termly Reading Prizes ✓ Good behaviour certificates ✓ Attendance Awards ✓ Regular prizes/regular rewards for demonstration of good manners and politeness. ✓ Home Wows in Reception
2.4 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.	✓ Reinforcement in Assemblies – children very clear on expectations ✓ 30 minutes Golden Time every Friday for Key Stages 1 and 2 ✓ E Safety Computing planning
2.5 Modelling, through the quality of relationships and interactions, the principles which they wish to promote, for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts	✓ International School Award ✓ Pupil Forum ✓ Positive Behaviour Policy
2.6 Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	✓ Faith and Belief (RE) planning and curriculum ✓ SMSC curriculum
2.7 Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	✓ Positive Behaviour Policy ✓ Class rules and expectations
2.8 Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship	✓ Whole school, Key stage and Class Assemblies – see assembly timetables ✓ Visitors as part of the collective worship including local church representatives ✓ See curriculum planning ✓ Offsite activities
2.9 Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	✓ Academy Aims and Vision on display across school ✓ Academy Code of Conduct on display across school ✓ Classroom and corridor displays all of a high standard ✓ R-Time rules on display across school

Good/Outstanding Practice Guidance	Evidenced at ADMAT Academies
	✓ Comprehensive school website
3. SOCIAL	
3.0 Identifying key values and principles on which the school community life is based.	✓ Positive Behaviour Policy ✓ R-Time rules ✓ Circle time discussions ✓ Academy Aims and Vision displayed across school ✓ Academy Code of Conduct on display across school ✓ Inspirational quotes on display across school ✓ PE Teams
3.1 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.	✓ Competitive Sports Days in PE Teams ✓ Community events – Carol Concert, Harvest and Easter celebrations, Christmas performances, Bring Your… to School events, Open Evenings, Induction Events etc. ✓ Senior Citizen/Grandparent lunches ✓ Family learning and adult learning ✓ Class assemblies
3.2 Encouraging pupils to work cooperatively.	✓ Pupil Forum ✓ Talk Partners during class discussions ✓ Eco School Club ✓ Wild Tribe curriculum ✓ Competitive sporting events ✓ Learning Powers curriculum
3.3 Encouraging pupils to recognise and respect social differences and similarities.	✓ SMSC and Citizenship curriculum ✓ Teacher duty , promoting good food manners and a family dining experience
3.4 Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	✓ Whole school assemblies ✓ Christmas Productions ✓ Christmas Carol Concert ✓ Sports Day ✓ Termly educational visits and inviting visitors into school ✓ Residential Trips – Years 4/5/6 ✓ Shakespeare Festival ✓ Class assemblies/open days
3.5 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.	✓ Faith and Belief (RE) planning and curriculum ✓ SMSC/Citizenship curriculum ✓ International School Award ✓ Pupil Forum community events – see Pupil Forum display
3.6 Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	✓ Whole school assemblies on aspirations ✓ Pupil Forum ✓ Anti-Bullying curriculum
3.7 Helping pupils resolve tensions between their own aspirations and those of the group or	✓ Active Pupil Forum ✓ English planning and curriculum

wider society.	✓ SMSC curriculum ✓ Peer nominations for badges and rewards ✓ Wide range of community events
3.8 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	✓ Pupils elections and democratic vote for Pupil Forum ✓ Children write own applications for Pupil Forum nominations ✓ Pupil training for Pupil Forum ✓ Involvement in staff interviews
3.9 Providing opportunities for pupils to exercise leadership and responsibility.	✓ Pupil Forum choose how to raise money and fundraise for charities ✓ Children take some responsibility of our school building and learning environment ✓ Children plan further ways to improve our school
3.10 Providing positive and effective links with the world of work and the wider community.	✓ Promoting parents to volunteer to support pupil's learning, including regular reading ✓ Links across the MAT schools ✓ Links with Plymouth University – Trips to HE providers ✓ Student teachers
Good/Outstanding Practice Guidance	**Evidenced at ADMAT Academies**
4. CULTURAL	
4.0 Providing opportunities for pupils to explore their own cultural assumptions and values.	✓ International School Award ✓ SMSC curriculum ✓ London residential trip – KS2 ✓ Partnerships projects with European schools
4.1 Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality.	
4.2 Extending pupils' knowledge and use of cultural imagery and language.	✓ International learning and planned activities ✓ Sharing stories from other cultures and countries ✓ Singing Assembly
4.3 Recognising and nurturing particular gifts and talents.	✓ Gifted and talented register ✓ Differentiation in planning to challenge pupil's learning.
4.4 Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance	✓ Faith and Belief (RE) - children learn about different events in various religions' calendars
4.5 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.	✓ International School Award ✓ Dyslexia Friendly Organisation application ✓ THRIVE ✓ Specialist Creative Arts Visitors ✓ Plays and performances
4.6 Reinforcing the school's cultural values	✓ See Learning Environment Expectations

through displays, posters, exhibitions etc.	Policy and scrutiny ✓ SMSC/EAL display ✓ International School Award
4.7 Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	✓ Annual audit within staff INSET training. Subject and Curriculum leaders monitor planning and learning with the core subjects report back to SLT and Governors