



Stonesfield Primary School
 'Learning together to achieve our best'

SMSC in Stonesfield school

[Spiritual, Moral, Social, Cultural Development]

Spiritual Development	Moral Development	Social Development	Cultural Development
What we do	What we do	What we do	What we do
<ul style="list-style-type: none"> . Multi faith RE Curriculum. • Whole school assemblies and school values. • Outdoor learning. • Forest School. • Residential visits. • Harvest festival. • SEAL (PSHCE). • Nurture groups. . Faith leader visits . Singing assemblies . opportunities to reflect on their experiences . Visits to places of worship 	<ul style="list-style-type: none"> . RE curriculum. • Age appropriate responsibilities. • Circle Time. . Anti- bullying week . Whole school assemblies and school values • Voice of the child. • Class jobs. • School council. .Eco Council • Choral singing in the local community. • Positive behaviour plans. • Charity appeals. • PSHCE curriculum. • After school clubs. • Class rules. • Reward system. • Assemblies. . Rewarding expressions of moral insights and good behaviour e.g. 	<ul style="list-style-type: none"> • Circle Time. • School council (involve with designing new school menus, school policies, . Eco Council . Pupil Parliament • After school clubs such as woolly club, French, running, Keep Fit, Change 4 Life club, etc. Play Leaders and Sports Leaders • School visits. • SEAL • Learning Support nurture group. .Office Duty • Junior citizenship initiative. • Transition visits. • Charity support, .e.g. Children In Need & Comic Relief. • PSHCE subject leader. • CPD. • Extending community links. 	<ul style="list-style-type: none"> ..Art week .Curriculum planning to access cultural activities such as reading, storytelling, music making, dancing, arts and crafts, exploring their own creativity etc and finding out about famous people (local and world -wide in history/art) .visits to e.g. art galleries, the story museum, national heritage sites, theatre, museums etc . art and music events . Book at bedtime Take part in workshops with e.g. artists, authors, musicians, curators , scientists etc . Librarian visits . Book Week . Author focus per half term . Musical Allsorts evenings . Inclusion values – where all members



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<p>through Head teacher's award/ star of the week</p> <ul style="list-style-type: none"> · Personal behaviour targets. · Nurture groups-strong emphasis on social and moral development. <p>. Star of the week assembly</p>	<ul style="list-style-type: none"> · Peer support. . Buddy reading . Residential visits . school productions . School Prefects . Sports week , Olympic Legacy Day Partnership events Community Curriculum events Oxfordshire Book Awards Members of the community working with the children e.g. Volunteer readers Devise own class rules Annual Pupil Questionnaire Year 6 Librarians Following Internet Safety rules Following the Fire Brigade Safety Rules 	<p>of our community can flourish</p> <ul style="list-style-type: none"> . Forest School . opportunities to take part in school productions . Cultural Days e.g. French Day .Annual Diversity day . Annual anti-bullying week .Visits from people from different Cultures e.g. Chief Chebe .Olympic and Paralympic Legacy Day . Partnership dance .French club after school . Woolly after school club (arts and crafts) 'Look who's talking' after school club . MFL in school Sports week Brass for yr 5 and 6 Partnership Dance workshops for yr 1- 6 Woodstock art Festival May Day celebrations
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Spiritual development Impact on Pupils	Moral Development Impact on Pupils	Social Development Impact on Pupils	Cultural Development Impact on Pupils
<p>Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements.</p> <p>Pupils develop attitudes, values and principles.</p> <p>There is an increased ability for them to empathise with others and see beyond the self.</p> <p>Pupils have a first-hand experience of places of religious worship.</p> <p>A respect for themselves and others</p> <p style="text-align: center;">An awareness and understanding of their own and other's beliefs</p>	<p>Pupils have more confidence in themselves and in their community.</p> <p>Pupils are able to give reasons for things being right and wrong.</p> <p>There is no fighting in school and a positive atmosphere pervades.</p> <p>Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</p> <p>Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p>	<p>Pupils are able to socialise with a wide range of people and pupils.</p> <p>We receive positive comments from the community when we go on trips and when we receive visitors.</p> <p>Pupils build relationships and friendships.</p> <p>Close knit school community</p> <p>Widening of pupil horizons.</p> <p>Pupils feel they have a say in their school</p> <p>Pupils exercise responsibility</p>	<p>Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school</p> <p>Pupils have an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to showcase their diverse talents and feel valued for this</p> <p>They experience opportunities for awe and wonder</p>



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	Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others		
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