



Spiritual, Moral, Social and Cultural (SMSC) Development at Swaffham C of E Primary Academy: Review Dec 2022

Preparing our pupils for life beyond school in modern Britain

At Swaffham Primary Academy we understand the importance of providing our pupils with a broad and balanced curriculum which not only equips them with the skills and knowledge they need to progress in their lives but to also become respectful and responsible citizens in order to lead a happy and successful life in modern Britain. Teaching children about British Values has therefore always been a key element of our wider philosophy and is driven throughout our curriculum in order to foster a deep understanding of **DEMOCRACY, THE RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT and TOLERANCE for those of DIFFERENT FAITHS and BELIEF.**

In addition to these values, our curriculum gives our pupils lots of opportunities to develop **spiritually, morally, socially and culturally which enables them to thrive in a supportive,** highly cohesive learning environment.

Good/ outstanding practice guidance	Evidence at Swaffham C of E Primary Academy	Impact
SPIRITUAL		
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	• Collective Worship values and themes. • RE Curriculum Map, Silver Quality Mark awarded. • children learn about beliefs and cultures from around the world as well as locally and in their own community • RE and Collective Worship show books. • Harvest, Easter, Christmas services with St Peter St Paul.	• Pupils can be still and reflect and value doing this in class, as a school and as an individual. • Pupils respect and listen to others. • Pupils know about and understand different faiths, beliefs and experiences and the importance of respecting these. • Pupils are inquisitive and enthusiastic about faiths, beliefs and experiences of
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	• RE discussions; use of Big Questions- Silver Quality Mark awarded	



	• Reception- sharing what they have done when not in school • Encouraging children to share their beliefs with their class/ in Collective Worship.	others and are confident to ask questions to learn more. • Pupils enjoy and are confident to share their faiths/ beliefs and experiences with their peers. • Pupils reflect purposefully. • Pupils care for one and another.
Encouraging pupils to explore and develop what animates themselves and others.	• RE Curriculum • PSHE Curriculum • Collective Worship themes.	
Encouraging pupils to reflect and to learn from reflection.	• SPA Way and Behaviour Policy- READY, RESPECTFUL, SAFE. Work around this is re- visited every term and children are encouraged to reflect on what this means/ looks like in our school in addition to managing incidents which takes a restorative approach. • Collective Worship + follow up display in corridor including our Spirituality Tree which encourages further reflection at other times. Collective Worship led by local Reverend and visiting clergy. • Charity and fundraising Events- Children In Need, Red Nose Day, Sports Relief, NSPCC Number Day.	
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.	• RE planning and curriculum- school awarded Silver Quality Mark. • PSHE Curriculum • Focused work on mental health (see videos) and determining our whole school definition of this.	
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	• The SPA WAY • Explicit teaching of manners and politeness. • Positive Behaviour Policy- focus on rewards: Recognition Boards. READY, RESPECTFUL, SAFE • Clear school vision and set of values that all pupils/ staff have been a part of creating: SHINE, LEARN, BELIEVE, BELONG.	



	- Pupil leadership roles: School Council, Eco Warriors, Lunchtime Friends, Sports Leaders, Librarians - Weekly Celebration assemblies. - Termly Citations- linked to school values.	
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'.	- Collective Worship – class based sessions. Evidence in showbooks. - Teachers are encouraged to ask varied and differentiated questions- looked at in planning/ deep dives. - Pupils given time to think before responding.	
MORAL		
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	- Behaviour Policy: READY, RESPECTFUL, SAFE. Children were involved in coming up with this policy and it is re-visited every September as a whole school. - The SPA WAY. - Positively worded whole school learning behaviours; Fantastic Listening, Fantastic walking. - STAR of the Week Celebration assemblies. - Clear school values and Collective Worship half termly value focus. - School Council led work on Anti- bullying policy (Oct/ Nov 2022)	- Pupils feel happy and safe. - Our pupils behave well in and around school. - Pupils are able to learn effectively. - Pupils are proud of their school and their achievements. - Pupils make sensible decisions. - Pupils understand the consequences of breaking rules. - Pupils understand what bullying is and its impact.
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	- RE: visit to Norwich cathedral and Mosque. - Curriculum units: I have a dream (yr 6), Slavery (yr 4) - History- focus on decisions of key historical figures and time to reflect on their judgement and moral view points.	Pupils know who to report to if they have worries/ concerns and know that staff will follow these up.



rights and responsibilities, truth, justice, equality of opportunity, right and wrong.	• Exploration of themes around conservation, culture, conflict, communication- e.g. COP 26 Aut 2021 + COP 27- big piece of work across whole school. • School Council. • Eco Warriors	• Pupils know how to and are confident to tackle challenging situations effectively- resolve conflict effectively. • Pupils know the importance of telling the truth. • Pupils know how to play nicely. • Pupils work productively in groups or pairs. • Pupils are keen to support those less fortunate • Pupils are keen to work and participate in our local community with initiatives. • Pupils are accepting of every individual- not afraid to be themselves and developing confidence to be themselves. • Pupils are healthy both mentally and physically. • Pupils are developing high aspirations and open to new opportunities and experiences.
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	• The SPA WAY, Behaviour Policy- READY, RESPECTFUL - SAFE- classroom environments are safe space to express views. • RE- Big Questions. • E- Safety • PSHE/ RSHE • Anti -bullying work led by School Council. • Collective Worship- whole school reflection around values. • Problem solving	
Rewarding expressions of moral insights and good behaviour.	• Positive Behaviour policy- Recognition Boards, STAR of the Week Celebration Assembly and termly Citation assemblies. • Recognition of achievements: TTRS, handwriting	
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.	• Through assemblies where link to Collective Worship theme. • Recognised days- e.g 'anti bullying week, online safety- safer internet day, Mental Health Awareness Week.' • Respond to national events in assembly- COP 26, Her Majesty the Queen's death, Remembrance. • Clear protocols in behaviour policy to support pupils to make the right choices and address behaviour which disrupts learning/ poor behaviour through a restorative approach and with clear individual plans where needed.	



Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	• RE planning and curriculum • PSHE curriculum. • Visit to Mosque in Norwich.	
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	• Pupils were involved in determining the behaviour policy aims and focus: READY, RESPECTFUL, SAFE. • The SPA WAY- learning behaviour expectations are consistent across the school. • Pupil leadership roles and responsibilities: School Council, Eco Warriors, Lunchtime Friends, Sports Leaders, Librarians.	
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	• Collective Worship + visitors as part of this- visiting ministers. • Acknowledging the positive and negative benefits of the internet. • PE/ sport- making clear ‘fair play’ and shaking of hands. • Careful planning of artists, composers within curriculum and taking time to reflect on their work- Building Buddies (yr 2), Sainsbury Art Centre- Yr 6, UEA artist- Yr 3 Jan 2023.	
Reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions etc.	• Our values are on display as you come into the entrance, in our assembly hall and around the school. • Classroom displays reflect the schools vision: SHINE, LEARN, BELIEVE, BELONG and READY, RESPECTFUL, SAFE. • Work in showbooks- where children have unpicked what values mean to them- videos made 2021/2022.	
SOCIAL		
Identifying key values and principles on which the school community life is based.	• Pupils were involved in this- see ‘Making and Shaping our Academy’, work on READY/ RESPECTFUL/ SAFE and	• Pupils feel happy and safe



	school vision July 2021- this is on- going and a focus every Aut Term. • The SPA WAY.	• Pupils value and accept differences. • Pupils develop new friendships. • Pupils respect and listen to one another and take turns. • Pupils are tolerant and respectful to the views of others. • Pupils are welcoming to visitors. • Pupils know the importance of voting responsibly • Pupils feel valued and empowered. • Pupils are able to speak confidently to an audience. • Pupils work effectively as a team. • Pupils are growing in confidence to work independently. • Pupils are resilient.
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.	• All policies have our vision and values on them. • We use the Index for Inclusion Toolkit to support our work on equality and inclusion. • The school is working with an SLE to audit and develop our work/ support for pupils with SEND. • Clear Equality and Diversity policy in place • See Equality and Diversity in our curriculum doc • Sports Days and Inter Cluster events- competitive. • Community Events- Church Services, carols to Care home residents, Harvest. • Easter and Christmas Celebrations, Diwali • Fund raising events • Remembrance • Open Classroom events • Events for our Community- Queen's Jubilee	
Encouraging pupils to work cooperatively.	• The SPA WAY, Behaviour Policy. • Learning partners during class discussion. • School Council, Eco Warriors • Competitive Sporting events • Sports Leaders	
Encouraging pupils to recognise and respect social differences and similarities.	• Collective Worship themes • Anti- bullying work • PSHE • History- children learn about how different civilisations are organised socially.	



Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	• Nativity performance- EYFs • Class Assemblies/ Open Classroom. • Field Church Service Celebration event. • Queen' Jubilee event • Church Services: Harvest, Remembrance, Christmas, Easter, End of Year 6. • Sports day • Enhancement Days: World Book Day, NSPCC Number Day, • Show books • Residential experience- Year 6. • Trips- Yr 6- Sainsbury Centre Dec 2022, Yr 2- Pantomime	
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.	• Re planning and curriculum • PSHE curriculum • School involvement in community events: Remembrance, Rotary Club Art Exhibition, Swaffham Lions Pancake Race, Choir singing to Care Homes. • Christmas Tree Charity event at St Peter St Paul Church • Harvest Festival- food bank • Ukraine appeal.	
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	• Raising aspirations- our curriculum and SPA Way. • Curriculum opportunities- the 4Cs, e.g. Conservation led to powerful work on COP 26/ COP 27. Eco Warriors' work- interviewed on radio Norfolk (Nov 2022).	
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.	• Democratic election for School Council. • Pupils write their own manifesto. • Pupil training for Sports Leaders. • School Council involvement in school recruitment processes. • RE curriculum- Big Questions.	



Providing opportunities for pupils to exercise leadership and responsibility.	- School Council are actively involved in school improvement- seeking out pupil voice on key issues and then deciding what to prioritise and implement action plan to do. - Several other pupil leadership roles: Eco Warriors, Lunchtime friends, Sports Leaders,	
Providing positive and effective links with the world of work and the wider community.	- Working with Swaffham Museum- looking at history of Swaffham Market Place – part of this is looking at job roles such as architect, archaeology - Sainsbury Arts Centre this year - Street Artist 2020- 2021 - Board game designer (LB- DT project) - Visiting ministers frequently come in to our school to deliver Collective Worship. - Love your lorry day 2020, Norfolk Fire Service Oct 2022. - Shared learning events	
CULTURAL		
Providing opportunities for pupils to explore their own cultural assumptions and values.	- Collective Worship - Our curriculum-RE curriculum, PSHE curriculum- some key units (see whole school learning journey)	- Pupils know about and are prepared for life beyond school. - Pupils are imaginative and creative. - Pupils enjoy their learning and have a wider view of our world as a result of our curriculum. - Pupils are knowledgeable and well rounded about other cultures, faiths and beliefs. - Pupils are respectful to others both within and outside of school.
Extending pupils' knowledge and use of cultural imagery and language.	- Cultural elements within curriculum: - Sharing stories from other cultures/ countries (see whole school Learning Journey)	
Recognising and nurturing particular gifts and talents.	- Inclusive curriculum and approach to meeting needs of all learners- scaffolding and modelling. - Giving pupils opportunities to showcase talents in various subjects including; Sports- sports day/ inter sch competitions Drama- performances (nativity, events- Queen's Jubilee, End of Year Field Church Service), club with TNHA	



	Music- weekly sessions with Norfolk Music Service for Yr 4, yr 2. Previous years = 4 + 5- ukulele, recorder. Performance shared with parents/ school. Art- working with a professional artist this year.	
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	• Class assemblies. • Our curriculum- links exploited when studying other cultures making links to art/ music- e.g. • English- look at texts from different cultures. • RE- children learn about different events in various religions' calendars. • Participation in Rotary Club Art Exhibition- pupil work exhibited in Swaffham assembly rooms. • Making links with global events such as World Cup, Olympics, Sainsbury Centre- Visions of Egypt Nov 2022. • Looking at local history and how different cultures have shaped it. • Theatre visits- virtual, Kings Lynn Corn Exchange- Yr 2 pantomime Dec 2022. • Virtual big sing 2021, 2022.	
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.	• Worked with Street Artist- 2021 • This year = resident artist linked with Sainsbury Art Centre • Sainsbury Centre- Visions of Egypt Exhibition. • Norfolk Museum Service. • Theatre group- Greek workshop	
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	• Classroom learning environments- consistent approach to showcasing curriculum. • Showbooks. • Art Exhibition- Oct Rotary Club.	



	• Work on display at St Peter St Paul Church- values, Collective Worship reflections, Remembrance, Christmas.	
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	• Curriculum audit- at least annual (last = July 2022). • Deep Dives of curriculum by SLT/ WLT and AGEF. • Joint monitoring with another trust (Boleyn Trust 2020-2022)	

SMSC Mapped Across the curriculum:

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
English	Responses to Reading Master questions such as 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' Appreciation of the beauty of language- All About Words. Recognition of how others' beliefs and experiences have shaped the course of literature. Texts are linked through Collective Worship themes and with curriculum- so pupils have opportunities in English lessons and as a whole school to reflect- deepening reflection.	Exploring stimuli/ text for thinking about the consequences of right and wrong behaviour; pupils speculating and applying their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. Considering different perspectives. Reading Masters texts are linked to whole curriculum and Collective Worship themes.	Supporting conceptual and language development through an understanding of and debates about social issues. Providing opportunities for talk in a range of settings-class, assemblies, to different audiences.	Helping pupils to understand how language changes over time.
Maths	Making connections between pupils' numeracy skills and real life; for example, using pie charts to compare energy use in different parts of the world. Considering	Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on	Sharing resources within the classroom, the negotiating of responses and group problem solving. Analysing social data e.g. on health care, poverty.	Asking questions about the history of maths: for example, 'What did the Egyptians/Greeks discover that we still use in maths today?



	pattern, order, symmetry and scale both human made and in the natural world.	data that has moral and ethical implications; for example: pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid		
Science	Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed-linking to Collective Worship and 'What a wonderful world.'	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place (A World of Bright Ideas, Inter-Nation Media Station). Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging pupils to speculate about how science can be used both for good and ill.	Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes- Conservation units Aut term- Global Warning, Full of Beans, Under The Canopy.	Asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Greeks, Egyptian and Muslim traditions.
Art and Design	Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. Allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. Promoting the process of reviewing	Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions.	Exploring art as a powerful social tool e.g. in advertising, in representing particular groups or for highlighting global issues.	Experiencing a wide range of creative media from around the world.



	and evaluating- developing to a finish piece.			
Computing	Wondering at the power of the digital age e.g. use of the internet Understanding the advantages and limitations of ICT Using the internet as a gateway to big life issues	Exploring the moral issues surrounding the use of data. Considering the benefits and potential dangers of the internet Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web.	Highlighting ways to stay safe when using on line services and social media. Being prepared to work with technology to forge new relationships. Discussing the impact of ICT on the ways people communicate	Exploring human achievements and creativity in relation to worldwide communications. Developing a sense of awe and wonder at human ingenuity.
Design Technology	Enjoying and celebrating personal creativity. Reviewing and evaluating created things and how designs can improve the quality of our lives.	Raising questions about the effect of technological change on human life and the world around them.	Exploring dilemmas that individuals may face and developing practical solutions to these problems. Opportunities to work as a team-recognising each others' strengths.	Considering cultural influences on design. Asking questions about functionality v aesthetics.
RE	Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. Asking and responding to questions of meaning and purpose. Considering questions about God and evaluating truth claims. Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.	Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad. Investigating the importance of service to others in Sikhism, Hinduism and Buddhism. Exploring religious perspectives and responses to evil and suffering in the world. Asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur.	Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence. British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Asking questions about the social impact of religion.	Exploring similarities and differences between faiths and cultures. Engaging with text, artefacts and other sources from different cultures and religious backgrounds - developing understanding and respect for different faiths and cultural diversity.



Languages: Spanish	Exploring the beauty of another language by exploring the way language is constructed, has evolved and its links with English.	Helping pupils to have an accurate and truthful understanding of another culture- Spain.	Learning the skill of communicating in different ways. Exploring different social conventions e.g. forms of address.	Appreciating the language and customs of others. Exploring the literature and culture of other countries.
Geography	Using maps, photographs, digital media and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is. Comparing their lives with people living in other countries or other parts of the UK.	Considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' 'Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?'	Providing positive and effective links with the wider community, both locally and through linking with other schools. Considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism.	Exploring cultures that have had, and still have an impact on the local area
History	Considering how things would be different if the course of events had been different; for example: what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them.	Exploring the results of moral decisions in the past. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice? Going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'	Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? Encouraging pupils to talk to their parents and grandparents.	Exploring local history. Investigating how culture is shaped by history, exploring the 'cultural heritage.' Celebration of significant national events e.g. Remembrance Day
Music	Allowing students to show their delight and curiosity in creating their own sounds. Making links between their learning in literacy	Exploring how music can convey human emotions such as sadness, joy, anger... Appreciating the self discipline required to learn a	Exploring how an orchestra works together. Discussing What would happen if musicians in a band/group didn't cooperate. Appreciating how	Giving pupils an opportunity to learn a musical instrument and to take part regularly in singing. Encouraging pupils to listen and respond to



	(or other curriculum area) with music being played as background. Considering how music makes one feel and can 'move us' deeply.	musical instrument. Exploring the moral messages in liberation songs and in lyric writing using moral tales as starting stimulus (Cry Freedom Unit).	music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. Engaging with our local community through music projects- Big Sing, Care Homes.	traditions from around the world. Appreciating musical expression from different times and places. Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology.
PE	Delighting in movement, particularly when pupils are able to show spontaneity. Taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. Being aware of one's own strengths and limitations.	Developing positive sporting behaviour- co-operation, teamwork, self- discipline and fair play.	Developing a sense of belonging and self- esteem through team work. Developing a sense of community identity through taking part in inter-house and interschool events.	Learning about the history of sport, and where sports originate from. Making links with national and global sporting events such as the World Cup and the Olympics. Exploring rituals surrounding sporting activities.
PSHE/ RSHE	Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience and inner strength.	Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.	Helping pupils to engage in a democratic process for electing School Council members and taking part in the process of contributing to school decision making. Creating opportunities for pupils to exercise leadership and responsibility – School Council members, Eco Warriors, Lunchtime Friends, Sports Leaders.	Exploring how different cultures can offer great insights into how we lead our lives.