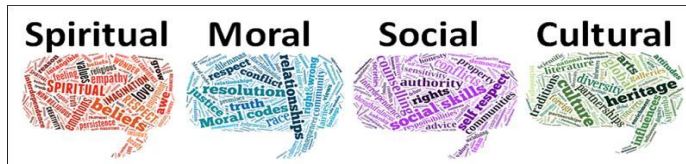




SMSC is at the heart of all our pupils learning

SMSC

Provision, Development & Learning Opportunities.



T.Heaton@marusbridge.co.uk

At Marus Bridge we recognise that the SPIRITUAL, MORAL, SOCIAL AND CULTURAL development of pupils plays a significant part in their ability to learn and achieve.

We see SMSC as an umbrella term that encompasses the many ways that we can help young people develop as individuals, who are comfortable with their own identity and that of others, who have a vision of a society where we can all live well together.

We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures including the fundamental British values of, democracy, the rule of law, liberty, respect and tolerance.

Our school's core values, the many areas of school life and our curriculum enables pupils to have the opportunity to foster empathy, self-confidence, good relations, an understanding about rights and responsibilities and equipping them for the future to recognise and challenge all forms of discrimination, hate or prejudice, teaching them that they have agency and can be optimistic so that they can have a positive future as contributing members of society.

SMSC is at the heart of all our pupils learning and, with this in mind, teachers plan opportunities to explore all the strands of SMSC.

<p>SPIRITUAL</p>	<p>Provision for the spiritual development of pupils includes developing their:</p> <ul style="list-style-type: none">• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life• knowledge of, and respect for, different people's faiths, feelings and values• sense of enjoyment and fascination in learning about themselves, others and the world around them• use of imagination and creativity in their learning• willingness to reflect on their experiences.	<p>MORAL</p> <p>Provision for the moral development of pupils includes developing their:</p> <ul style="list-style-type: none">• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives,• Understanding & recognition of legal boundaries and, in doing so, respect the civil and criminal law of England• understanding of the consequences of their behaviour and actions,• 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.	
<p>social</p> <p>Provision for the social development of pupils includes developing their:</p> <ul style="list-style-type: none">• Ability to use a range of social skills.• Participation in the local community• Understanding and appreciation of diverse viewpoints• Willingness to participate, volunteer and co-operate.• Ability to reduce conflict• Understanding of the British values of democracy, the rule of law, liberty respect and tolerance	<p>CULTURAL</p> <p>Provision for cultural development of pupils includes developing their:</p> <ul style="list-style-type: none">• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others• 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• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities• 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 tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities		

We aim to ensure:

That everyone connected with the school is aware of our core values and principles

A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school

That a child's education is set within the context of what is meaningful and appropriate to their age, aptitude and background.

That children have a good understanding of their responsibilities.

SPIRITUAL

Sustain their self-esteem in their learning experience.
Develop their capacity for critical and independent thought.
Foster their emotional life and express their feelings.
Experience moments of stillness and reflection
Discuss their beliefs, feelings, values and responses to personal experiences.
Form and maintain worthwhile and satisfying relationships.
Reflect on, consider and celebrate the wonders and mysteries of life.

MORAL

Recognise the unique value of each individual.
Listen and respond appropriately to the views of other.
Gain the confidence to cope with setbacks and learn from mistakes.
Take initiative and act responsibly with consideration for others.
Distinguish between right and wrong.
Show respect for the environment.
Make informed and independent judgements.
Take action for justice.

SOCIAL

Share their achievements and successes with others.
Talk about personal experiences and feelings.
Express and clarify their own ideas and beliefs.
Speak about difficult events, e.g., bullying, loss, separation, death etc.
Explore relationships with friends/family/others.
Consider the needs and behaviour of others.
Foster empathy.
Develop self-esteem and a respect for others.
Develop a sense of belonging.
Develop the skills and attitudes that enable respect, open-mindedness, sensitivity, critical awareness etc.
Agree and disagree.
Resolve conflict with peaceful resolution.
Experience and become good role models.
Plan and work co-operatively and collaboratively.

CULTURAL

Recognise the value and richness of cultural diversity in Britain and the world.
Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
Recognise the contribution that people make to society regardless of gender, sexuality, ability or faith.

Practical activities to develop SMSC will include:

Working together in different groupings and situations
Encouraging the children to behave appropriately at mealtimes.
Taking responsibility e.g. Head boy & head girl, House Captains, Play buddies, School council, Planet protectors, Extra curricular clubs.
Encouraging teamwork in PE and games
Showing appreciation of other children regardless of ability
Hearing music from different composers, cultures, and genres e.g., Musician of the month
Meeting people from different cultures, religions, non-faith, and countries
Participation in a variety of different educational visits
Use of assembly themes to explore important aspects of our heritage and that of other cultures e.g., festival days, the patron saints and national celebrations.
Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
Opportunities for the children to hear and see live performances by professional actors, dancers, musicians, and sportsmen & women.
Opportunities to make and evaluate food from other countries.
Opportunities in music to learn songs from different cultures and play a range of instruments.
Studying the contributions to society that certain famous people have made.

Links with the wider community

Links with Tesco, Sainsburys and local business.

Visitors are welcomed into our school.

Links with the local faith establishments are fostered e.g. churches, mosque.

The school supports the work of a variety of charities.

A strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children and direct communication to their child's class teacher has strengthened our parent school relationships.

Children will be taught and encouraged to appreciate and take responsibility for their local environment and community.

Collaboration with other schools to support the curriculum e.g., modern foreign languages, creative and expressive arts, PE and games.

Bridge Builders

Our Bridge Builders Graduate Award program has been written with our pupils and for our pupils. It is unique to Marus Bridge and offers experiences and achievements that go beyond the National Curriculum. Our aim is to enable pupils to develop personal skills, health, wellbeing and knowledge to contribute to our school community, our local community, our country and our world and to understand and enjoy our school, local community, country and our world to value and respect others and so develop personally.

Every year, pupils will enjoy new challenges and develop skills in exciting ways. It could be cooking meals for an invitation evening for the elderly in our community, making contact with children in a third world school, building a campfire and sleeping under canvas, performing a piece of music or dance or enjoying a trip to the theatre and so much more.

School and class assemblies

Our assembly scheme provides children with an opportunity to reflect and discuss SMSC issues that have a local, national and global impact. It links to all local, national and internationally recognised celebration days including faith and non-faith.

Once a term, children will perform in a class assembly. This usually takes place on Fridays and parents are invited to attend. Children work with their class teacher to produce performance which may include information, a story, song, dance and prayers linked to their current learning. Please see the school calendar to find out when your child's next class assembly will take place.

Termly award and weekly reward assemblies

Every Friday we have a 'Celebration' Assembly. Prior to the assembly, teachers select children from their class who have worked extremely hard and/or have achieved greatness throughout the week. During the assembly, these pupils are awarded Star of the week; the reason they have been selected for a 'special mention' is shared with the school. Children also share examples of outstanding work with the rest of the school.

During class time, the children earn 'House Points' throughout the school day. These are awarded for displaying and practising our core values, great work, and making good contributions to class discussions etc. These are collated each week and the team that have the most team points wins additional minutes on their Friday breaktime. A running total of team points is on display in the hall. At the end of the year the house with the most points is awarded the House point trophy with their team name and winning year engraved upon it.

At the end of each term children are recognised for their outstanding achievements, outstanding progress and outstanding citizenship by receiving a trophy to keep for the term.

Evidence through subjects

SMSC in English

Spiritual development in English involves students acquiring insights into their own personal existence through literacy appreciation and analysis. Through reflection on literary works students consider the attribution of meaning to experience. Through careful selection of novels and plays students consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters students develop a growing understanding of how ideology contributes to personal identity. Students will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non-fiction, poetry and drama. Students explore how choice of language and style affects implied and explicit meaning. Students are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.

Moral development in English involves students exploring and analysing appropriate texts which furnishes them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend students' ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments.

Social development in English involves students reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Students are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are interesting and challenging. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ. Students are provided with opportunities to consider the coinage of new words and the origins of existing words, explore current influences on spoken and written language, examine attitudes to language use, and consider the vocabulary and grammar of Standard English and dialect variations.

Cultural development in English involves short stories and plays being selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour. Students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.

Examples of Spiritual, Moral, Social and Cultural Education in **English** include:

- Pupils being given the opportunity to compare their own culture and community with that which is different.
- Pupils becoming aware of how different societies function and different social structures.
- Pupils addressing issues of discrimination (race/gender/age) within texts.
- Pupils being given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in the text.
- Pupils being encouraged to make reasoned judgements on moral dilemmas that occur in texts.
- Pupils covering intangible concepts such as love, beauty and nature in poetry.

Pupils thinking through the consequences of actions – e.g., advertising, charitable campaigns or sensationalism in the media.

SMSC in Maths

Spiritual education at Marus Bridge involves the awe and wonder of mathematics that is shown to children. Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems. Further mathematics can also be used to consider the idea of infinity.

Moral education at Marus Bridge concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.

Social education at Marus Bridge in Maths concerns pupils being given the opportunity to work together. Experimental and investigative work provides an ideal opportunity for pupils to work collaboratively. Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.

Cultural education at Marus Bridge concerns the wealth of mathematics in all cultures and the opportunities pupils are given to explore aspects of personal culture and identity through mathematics. Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Maths** at Marus Bridge include:

- Pupils conducting an opinion survey on a moral issue.
- Pupils investigating different number sequences and where they occur in the real world.
- Pupils considering the development of pattern in different cultures including work on tessellations.
- Allowing discussion and debate on the use and abuse of statistics in the media
- Allowing discussion on the cultural and historical roots of mathematics
- Pupils discussing the use of mathematics in cultural symbols and patterns.
- Pupils learning how mathematics is used to communicate climate change.

SMSC in Art, Music, PSHE

Spiritual education in Marus Bridge is encouraged through the experience and emotion of response to the creative process. Through a sensual approach to feeling, seeing and hearing pupils respond creatively themselves. We aim to nurture feelings, enhance moods and enable pupils to reflect on the beauty and wonder of artistic expression in art, music and drama.

Moral education in Marus Bridge, involves pupils expressing their own response to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil. Encouraging critical discussion in response to challenging art, drama and music will be an integral process in learning and development.

Social education in Marus Bridge provides an individual and collective experience that contributes to a pupils' social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is the solo or a supportive role. They should also be aware that they have a responsibility to the rest of the group and must not let them down. All creative and performing arts provide the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Cultural education in Marus Bridge involves students developing an aesthetic appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, drama and art from different times and places. They can also begin to make connections between different cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Marus Bridge** include:

- *Pupils speaking about difficult events, e.g., bullying, death etc.*
- Pupils being given the opportunity to meet people from different cultures and countries.
- Pupils participating in a variety of different educational visits e.g., theatre/concert/art trips.
- Pupils listening and responding appropriately to the views of others.
- Pupils learning an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Pupils discussing their beliefs, feelings, values and responses to personal experiences.

SMSC in Science

Spiritual education at Marus Bridge in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc.

Moral education at Marus Bridge in Science encourages pupils to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students realise that moral dilemmas are often involved in scientific developments. When considering the environment, the use of further natural resources and its effect on future generations is an important moral consideration.

Social education at Marus Bridge involves group practical work which provides opportunities for pupils to develop team working skills and to take responsibility. Pupils must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. Pupils are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.

Cultural education at Marus Bridge in Science involves thinking of scientific discoveries as as much of a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and developments are made all over the modern world. It is therefore an activity undertaken by a wide range of men and women in many different cultures both now and in the past. The interdependence of the world in environmental issues is central to science.

Examples of Spiritual, Moral, Social and Cultural Education in **Science** at Marus Bridge include:

- Learning about the future implications of the use of finite resources and landscape changes. Recognise that environments can change and this can pose dangers to living things - local study - what impact has the building work at school had on our local wildlife?
- Learning about theories concerning the creation of the universe and evolution of life with consideration of religious beliefs – cross curricular opportunities in upper juniors to consider the work of Darwin together with creation stories from different religions.
- Looking into the future options for the production of electricity, alternative fuels, and methods to reduce pollution with discussion of how these can improve people's lives and the environment in general.
- Pupils investigating the historical impact of scientists from around the world in numerous famous discoveries.
- Pupils considering how scientific perceptions can alter across the planet, from the phases of the moon, and the local importance of recycling. Learning about and carrying practical investigations into composting within the Rocks and Soils topic
- Recording seasonal changes in KS1 and considering what impact these changes have on wildlife – both at a local level and in the wider world. Keeping a diary across the year with photos, drawings, notes, observations etc.
- Pupils in KS2 investigate how lifestyle choices such as a healthy diet, exercise, alcohol, drugs and smoking impact both on individuals and on society as a whole.
- At KS1 children learn about the basic needs for survival for both humans and animals, including habitats.
- Investigate and describe how plants have basic needs and require both water and light to grow.
- The KS1 science curriculum provides the opportunities to develop children's understanding of the world together with awe and wonder of the world around us.
- Through observations of fossils in rocks the children appreciate how we and animals have evolved.
- To develop an understanding and appreciation that life is a continuous cycle though studying the lifecycles of plants, animals and humans.
- UKS2 study into famous naturalists and consider how their research impacts on people's perception of the natural world.

SMSC in Humanities

Social: Children are given opportunity to present to class and in assemblies. Children often present their research and findings to whole class in the form of a presentation or class discussion.

Spiritual: Children explore beliefs of a range of cultures. Children research these beliefs and compare them.

Cultural: Children research a range of cultures from different time periods.

SMSC in Computing

Social and moral: We begin to prepare the children for living in a technologically rich, interconnected world.

We teach an awareness of the acceptable social boundaries when using technology (use technology safely, respectfully and responsibly)

We teach the children to recognise acceptable and unacceptable behaviour when using technology.

We teach a range of ways to report concerns about content and contact.

E-safety is taught freely as and when discussion necessitates.

Cultural: The subject provides the opportunity to connect with people from all around the world

Spiritual: Classroom displays should showcase examples of children's work and celebrate the children's developing skills and achievements.

SMSC in MFL

Develop a child's understanding of the world around them.

Provide an opportunity to learn about a different culture and how families in that culture celebrate milestones in their lives, e.g., birthdays.

Develop an understanding that different cultures have alternative approaches to key celebrations and festivals throughout the year.

Develop socially by building links using ICT and the spoken and written language.

Develop an appreciation of the spoken language.

Consider both the similarities and differences between our cultures.

To develop an appreciation of another country by investigating towns, cities and the countryside through virtual tours and from information texts and tourist brochures.

SMSC through PE

Giving children the opportunity to engage in group activities involving co-operation, teamwork, competition, rules, self-discipline, and fair play.

Giving children the opportunity to explore the sports, gymnastic and dance traditions of a variety of cultures.

Ensuring children are given the opportunity to develop persistence, self-reflection and challenge.

Teaching children to cool down and have the opportunity for quiet reflection.

Examples of good practice through school across all SMSC areas.

SPIRITUAL

Incredible eggs. Eggs hatching to Ducklings.

Planting a seed and watching it grow.

Emotions and how to regulate them .

Story The Colour Monster.

Trip to the seaside

Sensory walks

Immersive days

Smithills Farm trip

RE lessons

Day 100

Phase assemblies

School visitors

Volcanoes – wonders of the world

Circle time

PSHCE lessons

The miraculous journey of Edward Tulane.

Lifecycles in science

Jodrell Bank Visit

Bridge Builder activities

Weekly assembly theme

World War 2 conversations

Mayan beliefs

MORAL

Carefully chosen core books with moral dilemmas.

Conscious alley

Thought tracking

Behaviour policy

Class charters

E safety lessons

Class votes

Head boy & girl elections

School Council

Planet Protectors

Classroom Jobs

One Plastic Bag

Plastic investigators

PSHCE lessons

RE lessons

Coastal management

Our school environment

Weekly assembly theme

Fairtrade lessons

Money lessons

E-safety lessons

Antibullying lessons

SOCIAL

(include Volunteering and active citizenship, Character Education)

Autumn Walk/ Walk to the post office/ Winter Walk.

After school Clubs

Story Club and Doodle sticks.

Celebration Afternoons – Grandparents, Mother’s Day, Father’s Day.

Healthy living week

Charity contributions

Class assemblies for parents

Harvest donations

Hampers for the Elderly

Swimming lessons

Lunchtime Buddies

Classroom Jobs

Bridge Builder activities

Partner/Group work

Weekly assembly theme

Marble competition

CULTURAL

Celebration of children’s Birthday’s.

Visit from Santa.

Christmas Crafty.

Nativity Play.

Lunar New Year. (Tasting Chinese food, writing names in Chinese writing and reading the story of The Great Race)

Diwali (Reading the story of Rama and Sita, making Diva lamps and rangoli pattern.)

Tasting Foods

Spanish Lessons Traditions

Daily Newsround

Classroom Debates

Cultural Texts in English Lessons

Music Lessons

Brass Lessons

Wigan Past – present

Ancient Greece – food tasting/dressing up, home school projects.

Weekly assemblies

Beliefs linked to WW2/Goodnight Mr Tom

- Mayan beliefs
- Religion in South America

FUNDAMENTAL BRITISH VALUES

DEMOCRACY

Voting for the name of the elf.

Voting for class stories which are read at Storytime

Choice Boards.

Turn Taking.

Show & tell

Blind votes

School council

Sports council

PSHCE Lessons

Ancient Greece – the birth of democracy.

PSHCE lessons

Weekly assembly theme

RULE OF LAW

Visit from PCSO – Carl.

Police Van visit.

Create rules together.

Finger print promise.

Explain to children about their actions and their consequences.

Class Charters

British Values Displays

PSHCE Lessons

School rewards and sanctions

Comparison of ancient laws to modern day Anglo Saxons/Vikings

Crime & punishment Tudors

PSHCE Lessons

Weekly assembly theme

LIBERTY

(include Volunteering and active citizenship, Character Education)

Free choice in provision.

Adults help Children to develop a positive sense of themselves.

Diversity Day.

Provide opportunities for risk taking.

Sport's Day.

Mixing colours or leaf painting.

Allow children to voice their own feelings.

Pasta treat choices

Free Choice of lunches

Free Choice of reading/library books

Choice of friends at breaks

Anti-bullying week

PSHCE lessons

Weekly assembly theme

Ownership over asking for help/extra tuition.

Coming to after school tuition

RESPECT FOR EQUALITY & DIVERSITY

Talent Show.

Carefully chosen core books.

Diversity Day.

Similarities and differences between themselves and others.

Art Project 'Great Britons'

Mary Seacole
Florence Nightingale comparison

Mae Gemison

SEN pupil inclusion

Book displays

RE Lessons

PSHCE Lessons

Weekly assembly theme

Black History Month

'That's so Gay!'

Weekly assemblies