



Your child's spiritual, moral, social and cultural development

Spiritual, Moral, Social and Cultural (SMSC) development is the overarching umbrella that encompasses personal development across the whole curriculum.

SMSC is 'at the heart' of the curriculum at RCFS. We think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Vision Statement

"Our vision is to create a school community where children learn, love and laugh together and adhere to our motto: TEAM – together everyone achieves more"



Spiritual development

- *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*

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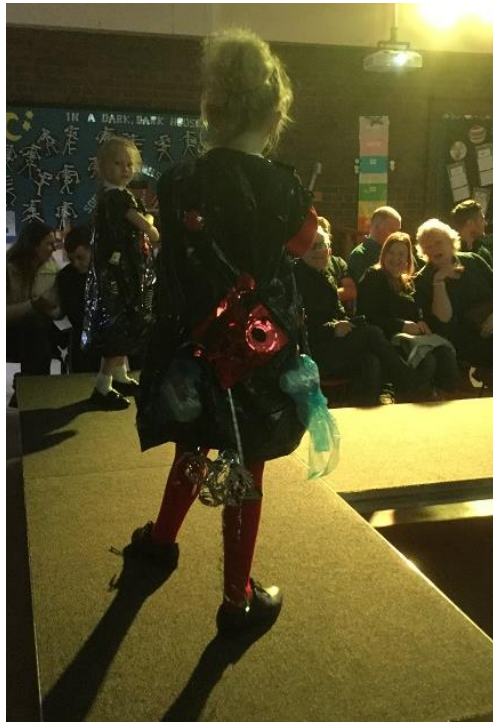
Examples of what we do:

- The school core values and motto.
- P4C throughout curriculum to enhance the development of generic learning skills; visits to places of worship; link with other schools; discussions about world events; SEAL assemblies.
- RE/PSHEe curriculum.
- Geography curriculum and links to Eco schools
- MFL curriculum and languages provision like the Language Festival at TAHS
- Enquiry based learning (P4C); experiential learning initiatives such as Gardening Club and Forest School: visits to Bagots Wood, farms, the zoo, Faith Trail: visits from police, nurses, animal handlers, charities
- Bringing learning to life through interactive experiences like the Toy museum visit, the Viking visitors, Florence Nightingale
- Cross curricular links; songs to aid memory and learning; drama; art; topic themed role play areas, home learning/GANAS projects; opportunity to present their learning to peers (in class and whole school); celebration assemblies.
- Multi choice activities within learning so children can make own decisions
- Pupil voice in all areas of school life, especially through school council; self-assessment using:
 - Success Criteria; Pupil Questionnaire, plenaries.
 - Interviews with school governors and subject leaders.

Moral development

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise 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*

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Examples of what we do:

- School core values and motto.
 - TRCFS – Teamwork Responsibility Consideration Friendship Success
 - TEAM – Together Everyone Achieves More
- PSHEe/RE and RE curriculum: generic skills of self-awareness, managing feelings and reasoning; pupils are aware of the school's high expectations of them.
- 1 decision lessons
- Pupils assess and manage risk through setting and reviewing classroom and school rules; pupils are aware of sanctions of expectations of behaviour are breached; outside agencies and organisations are used to explore online-safety, anti-bullying, road safety and the work of the police and fire brigade.
- Assemblies; topic opportunity (e.g. environmental issues, scientific enquiry, R.E.); P4C; generic skills of enquiry - reasoning and problem solving; PSHEe, including, discussing and forming opinions on world events and debate in school council.
- Geography/science curriculum and thinking about the environment, recycling, Plastic fashion show
- Charity work: Harvest festival, Children in Need, Red nose day
- Disability awareness day
- Fundamental British Values work, rule of law



Social development

- 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
- 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
- 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

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Examples of things we do:

- Inter-school sporting and performing arts events and competitions.
- A range of projects with local schools and with outside organisations such as; French Day, multi skills, Racecourse choir event, OHMS musicals
- Ks2 participate in the Faith Trail – visiting 4 places of worship in Derby.
Verbal intelligence is developed through paired talk, group discussion.
- After school clubs, school trips, visitors to assembly, parent assemblies, school performances, sporting events, visitors to school.
- Y4 residential.
- Playground leaders/subject ambassadors.
- RE curriculum.
- School council (involvement with staff interviews).
- Informal social events like Christmas parties, school discos.
- British Values integrated into the curriculum, £100 challenge, general election events.
- Computing curriculum responding to social media, communication on-line, fake news.
- Y4 opportunities to plan, organise and run their own stalls at the fairs.
- Cross phase events like Sports day, GANAS shares.
- Disability awareness day, Aspirations day, flag ceremonies, Remembrance activities, charity events.

Cultural development

- *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 in the school and further afield as an essential element of their preparation for life in modern Britain*
- *ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities*
- *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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities*

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Examples of what we do:

- Our work towards a culturally relevant curriculum aims to develop in pupils an understanding of themselves as residents in a rural setting, by including topics that involve local places of interest; comparing and contrasting their own setting with that of others.
- Visits to the places of worship in the village.
- Taking part in social and educational opportunities as they arise (Best Kept Village competition, Remembrance Sunday, Gallimore's Field) and encouraging local residents and ex pupils to speak to the children in school.
- Many of our pupils are involved in sports, performing arts initiatives, inside and outside of school.
- Peripatetic brass, string and wind tuition, Rock Steady.
- We hold various sponsored events, highlighting different parts of the curriculum (number facts, spellings, PE).
- A rolling programme of focus weeks, activity days like Chinese new year, steel band, theatre trips.
- We have visiting performers in school, e.g. The Vikings, Florence Nightingale, music ensembles. We also have visitors from local business and organisations, e.g. the local vicar.
- Multi culturally relevant resources.
- Links with other schools.
- The RE curriculum is delivered in a cross-curricular, creative, interactive and experiential approach, Faith Trail.
- Assembly themes, Black history, newsround opportunities/Esspresso
- History and geography curriculum looking at British history and global communities