

Spiritual, Moral, Social, Cultural (SMSC) Policy

Palace Fields Primary School 2024/2025



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Aims and objectives

At Palace Fields Primary School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. [This policy adheres to the rights of the child and article 14 where every child has the right to think and believe what they choose and article 13 where every child can express their thoughts and opinions. It also adheres to article 31 where every child has the right to relax, play and take part in a wide range of cultural and artistic activities.](#)

We have an agreed set of non-negotiables for our children which they must experience during their time at Palace Fields Primary School. These are:

Non-Negotiables for ALL our children

- Quality texts at the heart of everything we do
- Pupils taught how to be successful learners through our values and learning behaviours
- School promotes and is clear on its 3 core values; Kindness, Integrity and Tenacity
- Play / Taught / Perform a tuned musical instrument
- Palace Fields 60 things providing a range of experiences e.g. visiting religious buildings, museum visit, live theatre.
- Participate in community event both in and out of school each year
- Take part in a performance
- Take part in a sporting competition to either represent the school or their House.
- Outdoor experiences – outdoor resilience week
- Each year, experience a variety of trips linked to the curriculum
- Residential experiences in years 2,4,6
- Experience of other cultures
- Curriculum enhancements with special days / outside speakers.
- PATHS Curriculum from Barnados taught weekly
- MAT curriculum which addresses contextual considerations for our pupils
- Picture News assembly weekly to focus on current affairs in the wider world

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Mission Statement

At Palace Fields Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific SMSC teaching activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Palace Fields Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values and the 3 values that the school actively promotes.
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality through collective worship and global learning.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, stereotypes, equality of opportunity, challenging homophobia and anti-bullying.
- The school has 3 agreed values: Kindness, Integrity and Tenacity. These are promoted through display and in Tuesday collective worship.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour through awarding a “positive postcard” or Star of the Week certificate in celebration assembly.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Through the participation in current global, national and local community issues and charitable work.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is through the Thrive Approach which is used whole school and underpins all of our interactions with the children.

This is also done through collective worship, Social Skills groups (where appropriate) and SMSC sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, positive postcards home, Star of the Week, Reading and Times table awards and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Palace Fields Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality through the SMSC curriculum.
- Encouraging pupils to work co-operatively in lessons and in outside learning.
- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences and collective worship. This is achieved through our PSHE curriculum, PATHs curriculum and also through the use of the Thrive approach.
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions and performances.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs.
- Providing opportunities for engaging in the democratic process such as School Council and "mock" elections. Also, we give pupils the chance to experience in participating in community life within the area e.g. visiting the local care home with the choir.
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as anti-bullying ambassadors, head pupils, play leaders and school council reps.
- Providing positive and effective links with the world of work and the wider community through Aspirations week.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This is shown in our Foundation Medium Term Overviews.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL & School Council.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the SMSC subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Gives the Head of School and Governing Body an annual summary report in which he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Ensure evidence of the school's work is accessible on the school's website under the Curriculum tab.

The quality of teaching and learning in SMSC is monitored and evaluated by the Head of School as part of the school's agreed cycle of monitoring.

This policy will be reviewed at least every two years.

British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values: Democracy, Rule of Law, Individual Liberty, Mutual respect and Tolerance of those with different faiths and beliefs.

At Palace Fields Primary School, we reinforce these values regularly in the following ways:

Democracy

Children have the opportunity to have their voices heard in school. The school also carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning. Pupils' views are also taken into account when setting new policies or changes within the school day. School councillors are elected democratically, voting in each class at the beginning of each year. Pupils can also nominate staff for Star of the Week which is shared in celebration assembly. Pupils also have the chance to vote on charities that the school supports such as Water Aid and Young Epilepsy.

Rule of Law

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the SMSC whole school curriculum overview and whole school assembly. Across the school and the EYFS, there is a clear code of conduct with rules agreed by the pupils. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police to discuss Road safety, Bikeability, Fire safety through Safety Central and the NSPCC.

Individual Liberty

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for young children to make choices safely.

Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety. Children have the freedom of choice in respect of extra-curricular clubs that they can get involved in, whether they are before, during or after school.

Mutual Respect

Part of our school ethos and positive behaviour policy has revolved around Core values such as Kindness. Our values are reflected in our school rules, display, newsletters and website and in the curriculum where opportunities arise. Where pupils show good core values or mutual respect they will be awarded House Points. On Monday assemblies, we focus on core values (both school and British) and each week, we take part in Picture News assemblies addressing different events and cultures around the world.

Our Jigsaw PSHE curriculum supports children to develop Mutual Respect and this is complimented by our PATHS curriculum from Barnados.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally

diverse society and by giving them opportunities to experience such diversity through our Core and Foundation Curriculum. Opportunities are planned in to Medium Term overviews and texts used in Reading and writing support this development. Alongside this, reading area texts in each class have been carefully selected to ensure there is a diverse range of beliefs within the texts. Assemblies are planned weekly to recognise key dates within different faiths and cultures such as Ramadam and Passover. Assemblies are followed up and supported by learning in PSHE and RE. Members of different faiths are encouraged to share their knowledge to enhance learning within our school.

We participate in great British events such as the Royal Jubilee, Royal weddings, Political Elections, Cultural weeks and Remembrance events.

On a more general level, the school undertakes assemblies every Monday morning focusing on the school values and British values with these being planned for the year.

Appendix 1: Key Features of SMSC

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

- Each class has 2 School Council representatives. The School Council meets every 4 weeks as a minimum. Before each meeting, the class reps invite pupils to share anything for the agenda. Reps then feedback to their peers.
- The SLT regularly carry out questionnaires on teaching, curriculum, behaviour and specific ones such as reading.
- On Thursday Picture News assemblies, pupils are invited to share their views on the topic or value being discussed.

Appendix 2 SMSC Development across the school

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Palace Fields Primary, 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.

Good/Outstanding Practice Guidance	Evidence At Palace Fields Primary
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> - Regular collective worship topics for Key Stage 1 and Key Stage 2: Please see collective worship timetable. - collective worship timetable recognises key festivals in all religions and special days. -RE curriculum using Locally Agreed Syllabus - Choir Carol concert at Beechcroft Care Home
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> - 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 and during collective worship.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> - RE Curriculum - PSHE Jigsaw curriculum - PATHS curriculum -Pupil roles such as school council, anti-bullying ambassador and play leaders

<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events: Children in Need, Red Nose Day, Young Epilepsy - Regular Collective Worship - Collective worship led by Penny Hennesy from village church - RE planning and curriculum; knowledge and response
<p>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.</p>	<ul style="list-style-type: none"> - Thrive Approach - RE planning and curriculum; - PSHE curriculum - PATHS curriculum - Social Stories where appropriate and nurture groups during break and lunch - Positive Behaviour Policy
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - 3 core school values that are promoted through collective worship. - Positive Behaviour Policy rewarding mutual respect through Dojos and Positive Postcards - Reinforcing concepts in whole school assemblies - School Council; regular meetings, display and sharing of gathered pupil voice.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> - 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'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and monitoring. - Key questions planned for on MAT MTOs - Encouraging pupil thinking time when answering - Pupils are encouraged to share ideas in Team Huddles - Training on AfL techniques for whole cohort participation and effective questioning - Key concepts are shared in Foundation lessons to allow pupils to make connections between aspects of their learning. - Questions are welcomed by pupils and encouraged during lessons.

MORAL

<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with key learning behaviours linked to values - 3 core school values which are promoted through collective worship. - Regular updates and reinforcement in assemblies - Star of the Week, positive postcards, reader award and times table awards recognised in Friday celebration Assemblies.
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	<ul style="list-style-type: none"> - Whole school house point system - safeguarding curriculum focusing on positive relationships online and offline.
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Trips organised with Religious theme studying different faiths - PSHE Curriculum: challenging stereotypes, homophobia and equality. - PATHS curriculum: challenging injustice and acting in line with what is known as right and wrong.
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - On line Safety Computing planning - Anti-Bullying lessons, assemblies and awareness in SMSC during Anti Bullying Week and as part of the ongoing safeguarding curriculum. - Pupil voice questionnaires - Opportunities planned in all lessons for pupils to share ideas in a safe environment.
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system - Celebration display of positive behaviour leaves linked to school values and British values. - Celebration assembly with Star of Week certificates - Values awards yearly.
<p>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.</p>	<ul style="list-style-type: none"> - Reinforcement in Assemblies – children very clear on expectations - Respond to breaches in moral code in assemblies. - Certain moral issues addressed by the Picture News assemblies on Thursdays.
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE curriculum - Jigsaw - Opportunities planned in in Foundation MTOs
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Links to the value of integrity which all children understand relates to responsibility. - Class rules and expectations reinforced by School Council, Anti-bullying Ambassadors and Playground leaders. - Lunchtime Eco club, looking after the school's garden beds

Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> - Whole school and Key Stage assemblies alongside class showcases. - Visitors as part of the collective worship including Penny Hennesy from local church - Foundation subject MTOs
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	— Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum as well as values and learning opportunities.

SOCIAL

Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school Rules - Core values across the school. - Thrive Approach
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.	<ul style="list-style-type: none"> - Competitive Sports Days in Houses - Community events; Carol Concert, Church visits, Care Home Visits - Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week, Summer Fayre - Family learning through parental talks and workshops held throughout the year - Teach pupils equality unit in the Jigsaw curriculum.
Encouraging pupils to work co-operatively.	<ul style="list-style-type: none"> - School Council - Team Huddles during class discussions - Anti-bullying ambassadors and play leaders - Regular competitive sporting events - Fundraising Events
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - Jigsaw piece on celebrating differences - PATHS curriculum - Teaching of tolerance during whole school assemblies
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> - Christmas Productions - Christmas Carol Concert from the choir - Class showcases - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Outdoor resilience week - Aspirations week - Enterprise week

	<ul style="list-style-type: none"> - Creative high standard Foundation books. - Residential experiences in Year 2, Year 4 and Year 6 - Exhibition opportunities to showcase Foundation work. - Palace Fields 60 things booklets and activities planned in for completion
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.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE curriculum on equality, challenging homophobia and stereotypes. - School involvement in community events such as remembrance. - Look at moral issues through PATHS curriculum - Thrive approach
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets. - PATHS curriculum focusing on resolving conflict
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.	<ul style="list-style-type: none"> - Pupils elections and democratic vote for School Council Children write own speeches for Council and Head Pupils - Pupil training for Playground leaders and anti-bullying Ambassadors - Involvement in Senior Leader Interviews - Pupil voice on various aspects of school life e.g. library improvements, playground improvements, views on reading, PASS assessments.
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as anti-bullying ambassadors and playground leaders.
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Workshops: Parents invited in to work with pupils and understood our pedagogy. - Choir sing at Beechcroft Care Home - children reading to care home residents - Reception performance of nativity for care home residents - Links with the Trussel Trust to host a Food Bank - Summer Fayre raises awareness of small businesses within the community.

CULTURAL

<p>Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> - Global Learning curriculum; fairtrade / Brazil / Rights to go to school / challenging stereotypes / war and peace through remembrance.
<p>Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt - Sharing stories from other cultures and countries in assemblies - Part of the Jigsaw PSHE curriculum
<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> - Various music and sporting clubs offered. Pupils perform during Summer Showcase and/or Christmas production and during assemblies.
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Dance project centered around theme - Participation in Art Project and display work for HPAN. This involves both an art project whole school and also a dance showcase. - Palace Fields 60 things – e.g. theatre visit - KS2 opportunity to play instrument with tutor - Assembly calendar accounts for various cultural events across the globe.
<p>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.</p>	<ul style="list-style-type: none"> - Specialist Music teachers for guitar, drumming and recorder - Gallery visits and involvement in Arts projects (HPAN) - School linked with School in Sweden as part of the Palace Fields 60 things. - Tickets gifted for Salford football game - Palace Fields 60 things provides opportunities to visit art gallery, theatre and also have guest speakers e.g. authors and artists.
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning Environment Expectations which reflect themes taught - Class Showcases for parents and carers to view work - Work exhibitions during Parents' evenings
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> -Palace Fields 60 things developed - pupil voice gathered on experiences and also cultural development -SLT continue to monitor and amend the SMSC offer and also the PFPS 60 things offer.

Appendix 3 DFE Expectations in Primary Education

Relationships Education		Curriculum Evidence
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	Jigsaw Puzzle Piece Autumn 2
Caring Friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Assembly themes using a variety of context e.g. SEAL assemblies from DFE</p> <p>PATHS curriculum</p>

Respectful Relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults. 	Purple Mash Jigsaw: celebrating differences Jigsaw: Being me in my world PATHS curriculum NSCPCC Talk Assembly
Online Relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online 	Online safety assembly Online safety lessons from safeguarding curriculum Purple Mash Module PSHE and PATHS also cover this

<p>Being Safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • Learn about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. 	<p>NSCPCC Talk and PANTS Assembly</p> <p>Yr 6 Bikeability</p> <p>Yr 5 Safety central</p> <p>PSCO Stranger Danger talk and also Bonfire night</p> <p>Online safety assembly</p> <p>Online safety lessons from safeguarding curriculum</p> <p>Purple Mash Module</p> <p>PSHE and PATHS also cover this</p>
<p>Physical Health and Mental Well Being</p>		<p>Curriculum Evidence</p>
<p>Mental Well- Being</p>	<ul style="list-style-type: none"> • Learn that mental wellbeing is a normal part of daily life, in the same way as physical health. • Learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	<ul style="list-style-type: none"> • Thrive Approach • Thrive action plans • Individual Behaviour Plans • Jigsaw PSHE

	<ul style="list-style-type: none"> • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Learn isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
<p>Internet Safety and Harms</p>	<ul style="list-style-type: none"> • Learn that for most people the internet is an integral part of life and has many benefits. • Learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • Learn that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search 	<p>Online safety assembly</p> <p>Purple Mash module</p> <p>Online and offline risks curriculum</p> <p>Parental talk on online safety</p>

	<p>engines, is ranked, selected and targeted.</p> <ul style="list-style-type: none"> • Where and how to report concerns and get support with issues online 	
Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Gym equipment on the playground</p> <p>Active breaks for 15 minutes in the afternoon which are timetabled with specific fitness activities e.g., gym equipment, Scooters, Golden mile</p> <p>Food curriculum in Design and Technology</p>
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Jigsaw PSHE</p> <p>Science coverage – see MTOs</p> <p>Part of the D&T teaching – see MTOS</p>
Drugs, Alcohol and Smoking	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug- taking. 	<p>Covered in Jigsaw curriculum and also in UKS2 Science – see long term plans</p>
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • Learn about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of 	<p>Science curriculum</p>

	<p>handwashing.</p> <ul style="list-style-type: none"> • The facts and science relating to allergies, immunisation and vaccination 	
<p>Changing Adolescent Body</p>	<ul style="list-style-type: none"> • Learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Jigsaw and Science curriculum Summer 2</p>