



## Spiritual, Moral, Social and Cultural Development

At Willow Lane Community Primary School, we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. This is particularly important in the formative years and, as such, a large part of the responsibility for this sits with us as primary educators.

SMSC development ensures that we become individuals with integrity, social conscience and an appreciation for the world around us. It enables us to have a strong moral compass with a good understanding of right and wrong and the ability to make decisions that consider others. If SMSC is taught well, it contributes to a pupil's overall personal development and their ability to be confident and articulate. This in turn leads to success and opens doors to their future. For these reasons, the development of our pupils in terms of SMSC is an essential driver across our Willow Lane Curriculum.

In addition to the focus on children's SMSC development throughout the curriculum we have a relationships approach to behaviour across the school. We call this our 'Willow Tree Way' and behaviours are specifically taught across school. We recognise behaviour as a way of communicating needs and we understand that children are still growing and developing, and we support them in a positive manner to be able to leave our school with key skills and values that will support them long into their futures.

We focus on three core values:

<b>Be Respectful</b>
Respect is the foundation of meaningful relationships and harmonious communities. We emphasise the importance of respecting oneself, others and the world around us. Through compassion, understanding and empathy, our children learn to appreciate diversity, communicate effectively, and contribute positively to society.
<i>Child friendly definition:</i> Treating others as you would want to be treated. Treating others with kindness and care.
<i>British values link:</i> Tolerance and Respect. Respecting all people, regardless of differences in how they look, where they are from or what they believe.
<i>Examples:</i> Good manners, Listening to each other, Celebrate others' achievements, accepting others' difference, show kindness

<b>Be Responsible</b>
Responsibility is the cornerstone of personal growth and development. By teaching our children to be responsible, we empower them to take ownership of their actions, choices, and commitments. This cultivates accountability and resilience, essential qualities for navigating the complexities of the world.
<i>Child friendly definition:</i> Looking after ourselves, each other and our environment.
<i>British values link:</i> Rule of Law. Rules and laws guide and protect us. They are agreed ways of behaving. We take responsibility for our actions and understand that our actions have consequences. Democracy. We all have a voice and a say in how we live our lives. We know we can speak up for our rights and the rights of others. We know we can make positive changes through peaceful actions.

*Examples:* Follow school routines without reminders, Working hard, Aiming high, Looking after each other, Looking after our school, Follow instructions first time

### **Be Ready**

Being ready means more than just preparedness; it embodies the mindset of readiness for challenges, opportunities and learning. Encouraging our children to be ready equips them with the tools to face whatever comes their way with confidence and determination.

*Child friendly definition:* Ready for learning, ready for challenge, ready to bounce back.

*British Values link:* Individual liberty (Freedom). We have the right to live our lives and make our own choices. We can follow our dreams. We have the right to safe and secure lives.

*Examples:* On time to class, Books in school, Home learning completed, Pencil cases set up, Show resilience, Take on challenges, Focused on tasks, Joining after-school clubs and teams, Showing a growth mindset

We actively teach routines and expectations through our behaviour curriculum- see **Relationship Approach to Positive Behaviour Policy**

Example of a taught routine:

### **Getting Ready for School**

What?

- Eat well, sleep well
- Check your uniform
- Check your bookbag
- Complete your home learning
- Be on time

Why?

Getting enough sleep is essential for healthy brain development, making memories and having energy and focus in the day. Eating well gives us the energy for learning, staying focused and helps prevent us feeling poorly. Our uniform helps us to be prepared and comfortable for learning. It helps stop bullying and makes us part of a team. Home reading and learning makes you smarter! Being on time for school means you make the most of all our learning and play time. Missing just 5 minutes a day is the same as missing 3 whole school days across a year. Missing 15 minutes a day is nearly 2 weeks of missed learning across a year!

We recognise that every child will experience challenges and difficulties through their childhood and our pastoral support in school ensures that children get targeted support as they may need it. We work with a range of external agencies as part of our Early Help Offer to further this support such as- Barnadoes, Children and Family Wellbeing, Lancashire Mind, NEST, Morecambe Football Club and medical services.

We are aware that every aspect of school should promote children's personal development. Every area of our curriculum uses a range of techniques and experiences to ensure SMSC development.

## How does the Willow Lane Subject Curriculum contribute to our children's Spiritual, Moral, Social and Cultural Development?

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• knowledge of, and respect for, different people's faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences</li> </ul>	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• 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.</li> </ul>	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• acceptance 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Communicate thoughts, feelings and emotions through daily literacy activities</li> <li>• Learn about the world around us through fiction and non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• Positive communication with peers and staff on the playground</li> <li>• Story books with themes about right and wrong</li> <li>• Discussions and letters about themes of right and wrong/ morals and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared writing with a common goal</li> <li>• Shared enjoyment of an interactive story</li> <li>• Developing pupils' ability to communicate with others through PODD, MAKATON, spoken language, AAC</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of a range of cultures through stories and text</li> </ul>

Maths	<ul style="list-style-type: none"> <li>• Exploration of natural forms and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of cause and effect applied to real world situations</li> </ul>	<ul style="list-style-type: none"> <li>• Turn taking in maths games</li> <li>• Familiarisation with money through class activities and Enterprise</li> <li>• Community interaction using money</li> <li>• Fund raising for chosen charity</li> </ul>	<ul style="list-style-type: none"> <li>• Fund raising activities for our school and others</li> <li>• Keeping scores and team totals on sports day</li> <li>• Playground activities eg hopscotch</li> <li>• Familiarisation with number through maths songs and number rhymes</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Reflect on the wonder of the natural world</li> <li>• 'Hands on' investigations for all aspects of science.</li> <li>• Fun and interactive learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how we can help to save the world</li> <li>• Learn how to plan scientific investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Work as part of a team to carry out experiments</li> <li>• Work together to improve an area of the environment – eg allotment/ forest schools</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different methods to generate energy around the world</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Explore their own individuality</li> <li>• Curriculum on strands of valuing differences</li> <li>• Explore techniques for positive mental health and wellbeing</li> <li>• Understanding self and relationships</li> <li>• Investigate the world around them</li> <li>• Learn about puberty for themselves and others</li> <li>• Learn to value themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to ask for help</li> <li>• Learn how to keep safe</li> <li>• Accept boundaries</li> <li>• Consider rules for school and home</li> <li>• Show respect for others' opinions</li> <li>• Take part in conflict resolution expressing a point of view</li> <li>• Understand that other people need personal space and privacy</li> <li>• Show understanding of right and wrong</li> <li>• Learn about behaviour whilst in the community</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to help others</li> <li>• Learn how to work collaboratively with others</li> <li>• Know to say 'stop' if there is something they don't like</li> <li>• Talk about my group / family / class</li> <li>• Recognise that there are different types of families and people</li> <li>• Know which people in the community they can ask for help</li> <li>• Identify different places in their community</li> <li>• Indicate how parents / carers help us</li> <li>• Recognise different relationships</li> <li>• Understand and accept differences</li> <li>• Demonstrate how to use social media safely</li> <li>• Pupil Parliament visits and School Council elections</li> </ul>	<ul style="list-style-type: none"> <li>• Explore massage, painting and songs using different parts of their body</li> <li>• Understand that some foods are healthy foods and other foods are not</li> <li>• Understand strategies to use to help us have good health and well being</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Research different religions</li> <li>• Contribute to Powerpoints about ourselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about internet safety when using a computer</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy computer games in a small group</li> <li>• Engage with different software programs</li> </ul>	<ul style="list-style-type: none"> <li>• Research different cultures from around the world</li> <li>• Using ICT in music</li> </ul>

<b>Geography</b>	<ul style="list-style-type: none"> <li>• Explore religious buildings and temples</li> <li>• Explore issues around climate change</li> <li>• Field studies</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the fair distribution of the worlds' resources</li> <li>• Consider what we can do to save the earth eg recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how people pollute the earth</li> <li>• Explore social movements to save the earth</li> </ul>	<ul style="list-style-type: none"> <li>• Immersive exploration of other cultures from around the world</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Learn about past civilisations and movements</li> <li>• Visits and trips</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how wars affect people</li> <li>• Learn about Black History and why this is important to study</li> </ul>	<ul style="list-style-type: none"> <li>• Join together for Remembrance day events</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about past events from differing cultures</li> <li>• Learn about the history of immigration (The Windrush)</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Value each other's' strengths</li> <li>• Support team mates through positive actions</li> <li>• Learn to adapt and improve</li> <li>• Take part in competition</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioural norms during RDA</li> <li>• Abide by the rules of different sports</li> <li>• Understand the consequences of actions</li> <li>• Explore what is meant by 'fair play'</li> </ul>	<ul style="list-style-type: none"> <li>• Join together for shared PE games in partner, group and team activities</li> <li>• Learn how to be a 'good sport' whether winning or losing</li> <li>• Turn taking activities</li> <li>• Sports Day with teams made up of pupils from across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience different dance activities including external visiting artists</li> <li>• Participate in sports from around the world</li> <li>• Move to music from around the world</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Explore religious music</li> <li>• Explore a range of instruments for self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• Explore positive interaction through music</li> <li>• Perform in front of others and celebrate achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Supportive atmosphere to make music together in class</li> <li>• Music making as part of the Lancaster Music Festival</li> <li>• Performing with other schools and groups</li> <li>• Turn taking with instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate music from a range of cultures</li> <li>• Explore a wide range of musical instruments</li> </ul>
<b>Art and DT</b>	<ul style="list-style-type: none"> <li>• Explore religious foods</li> <li>• Make models/ drawings linked to religious festivals</li> <li>• Evoke feelings of 'awe' and 'wonder' in art</li> </ul>	<ul style="list-style-type: none"> <li>• Food safety rules in DT</li> <li>• Cooking classes</li> <li>• Gardening the rules around safety at the allotment</li> <li>• Safety of use of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Work together to share equipment and cook a shared dish</li> <li>• Work together as a team in DT</li> </ul>	<ul style="list-style-type: none"> <li>• Explore food from other cultures</li> <li>• Exhibition of pupil work in school Lobby</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Explore and celebrate a range of religious beliefs</li> <li>• Respect differences of opinion and lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Use parables to explore concepts of right and wrong</li> <li>• Explore rules within differing religious communities</li> </ul>	<ul style="list-style-type: none"> <li>• Join together for celebrations from a range of religions</li> <li>• Explore local places of worship</li> <li>• Work with peers to explore differences in culture and religion</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in cultural and religious celebrations</li> <li>• Learn about differing opinions on the creation of the Earth</li> </ul>