

## Spiritual, Moral, Social and Cultural Development

### What does SMSC look like at Ormesby Village Infant and Junior Schools Federation?

Our pupil's spiritual development is shown by their:

- Reflective abilities about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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 own experiences.

<b>School Improvement and Development Area</b>	<b>How do we show SMSC within our school?</b>
<b>Leadership and Management</b>	<p>Our Leaders work together and belong to a wider school community, Parish, Church, cluster schools and colleges. The school hosts and attends events across the year, both Christian and Multi-Faith, visiting Church for Harvest and Christmas and holding daily, reflective Collective Worship. The school also plays a leading role in the Ormesby Remembrance Service within the local area.</p> <p>Our stakeholders articulate their understanding of our school's nurturing vision and ethos confidently, as well as how our School and British values are embedded through all we do. (School Murals, Artefacts and Displays)</p> <p>Our daily Collective Worship emphasises the important value this moment has on our school timetable, as we all come together to be reflective.</p> <p>Our Leaders have time for reflection and silence regarding their learning experiences.</p>
<b>Quality of Education</b>	<p>Our curriculum is broad and balanced and enables our pupils to ask questions around challenging concepts about the world around them.</p> <p>Our teachers plan engaging lessons that enable our pupils to understand their own place within the world.</p> <p>Our children are given time to reflect on learning experiences and at times to be silent (Prayer, Reflection Zones)</p> <p>Our children's efforts and achievements are always shared, valued and celebrated through 'good work' worship, displays around school and larger events where all stakeholders are invited. (Class Assemblies, Art Gallery, Curriculum Celebration Events)</p> <p>The stimulating and thought-provoking work our teachers plan and facilitate is meaningful, real and empowers our pupils to be creative and imaginative. (Musical Performances)</p> <p>Our assessment strategies allow our pupils to identify their own strengths and areas for improvement. Better still, they are able to articulate the steps needed to achieve these improvements for themselves.</p> <p>Our use of higher-order questioning enables our pupils to think about and express their views and opinions regarding the things they have learnt and beyond.</p>

	<p>Our school provides enriching opportunities to learn and grow, where our pupils can discover and develop new talents. (Immersive Learning Classroom/Outdoor Learning)</p> <p>Our pupils' achievements are celebrated amongst our wider community, which in turn aids their well-being. (Subject Fayres/Galleries and Good Work Worship)</p> <p>The moments where stakeholders go above and beyond are equally celebrated and cherished.</p> <p>Ormesby's nurture and pastoral provision ensures that the well-being and personal development of our stakeholders is of paramount importance. (Parental Sessions, Subject Workshops)</p> <p>Our pupils experience outdoor learning, which informs them about the nature and living things around them and empowers them to ask questions.</p> <p>Our oldest pupils assist with sessions with our youngest children, which generates opportunities to talk about how we all live together, how we all grow differently and what younger pupils can aspire to achieve.</p>
<p><b>Personal Development</b></p>	<p>Our school has many spaces for reflection and silence (The NEST, The HIDE, Outdoor Areas).</p> <p>Our school works tirelessly to enable pupils to have a greater mindset and resilience in order to cope with schooling.</p> <p>Our stakeholders have an inclusive and accepting attitude towards others, e.g. visitors from other faiths, ethnicities; those with disabilities, different sexualities or gender.</p> <p>Our school helps pupils learn about intentions and consequences around healthy living and their own future aspirations. Our pupils understand the long and short term consequences of actions.</p> <p>At Ormesby, our stakeholders succeed irrespective of ethnic origin, nationality, gender, ability, sexual orientation or religion.</p> <p>Our pupils show an eager willingness to participate in a variety of social settings, cooperating and living well with others.</p> <p>The Citizenship qualities of our pupils are strengthened by our curriculum that models real life living and working together; collaborating, negotiating and compromising.</p> <p>All stakeholders tackle prejudice, discrimination and stereotypes promoting how we welcome difference and diversity.</p>
<p><b>Behaviour and Attitudes</b></p>	<p>At Ormesby, stakeholders respect and care for one another, ensuring all matters are dealt with restoratively in a forgiving and reconciliatory manner. (Peer Mentors/Playground Pals, Behaviour Policy)</p> <p>Our pupils are nurtured and supported to deal with both successes and setbacks in life with compassion, resilience and perseverance.</p> <p>Our children learn in a growth mindset and positive environment each and every day; an inclusive environment where everybody gets a chance to start again and reflect on what has gone before. They know they can learn from mistakes and it is okay to make them.</p> <p>Our pupils understand that they cannot win all the time and learn to accept setback, defeat and loss in a respectful and dignified manner.</p> <p>Our stakeholders behave and interact in the way they are guided to by their strong professional development and by Christian teachings. This is from an ethical and moral point of view.</p>
<p><b>Further Evidence by SMSC strand at Ormesby Village Infant and Junior Schools Federation by SMSC category.</b></p>	

<p><b>Spiritual</b></p>	<p><i>Pupils are given the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives. Whole school assemblies recognise the key religious festivals and special days, such as Harvest Festival, Easter, Christingle and our Family Carol Concert.</i></p> <p><i>Where pupils already have religious beliefs, the school supports and develops these beliefs in ways which are personal and relevant to these pupils. RE curriculum enables all pupils to discuss the Big Questions and this aids them to explore values and beliefs, including religious ones. Celebration assembly ensures children's achievements are collectively recognised and shared.</i></p> <p><i>Pupils are encouraged to reflect and learn from reflection. This is enabled within the boundaries of a restorative behaviour policy. Pupils are also supported with reflection by Peer Mentors and the school's 5Rs of Effective Learning Attitudes. Our PSHE curriculum encourages pupils to think more deeply about real-life issues developing them into more rounded future citizens of the world. Pupils involve themselves in fundraising events for charities, such as Macmillan, Children in Need, Sport/Comic Relief not to mention raising awareness of world/national issues stemming from natural disasters, wildlife conservation or conflict. Collecting clothing for Ukrainian people or having a bake sale for local seal populations.</i></p> <p><i>Pupils are given the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful. Pupils are involved in daily sensory circuits to support their feelings and emotions. Our pastoral provisions within the HIDE and NEST spaces enable pupils to develop their social skills, self-regulation and self-esteem. Pupil Voice Committees have opportunities as courageous advocates to tackle areas of social injustice, most recently tackling the loneliness of local elderly people with memory boxes or encouraging everyone to approach each day with a smile.</i></p> <p><i>The school has developed an ethos within which all pupils can grow and flourish, respect others and be respected. Both Infant and Junior schools have a Flourish pledge. All pupils address the importance of being aware of mindfulness and support for strengthening everyone's mental health. Clear set of rules and values shared across the Federation. Pupils are guided with open questioning from staff to make connections across learning and to have space and time to consider their own thoughts and ideas.</i></p>
<p><b>Moral</b></p>	<p><i>The Federation provides a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school. Restorative behaviour policy is in place with golden agreement being visible in each class. Our chosen values are embedded within our approach to managing behaviour and every effort is made to improve it using multiple strategies. Pupils are encouraged to take responsibility for their actions.</i></p> <p><i>Pupils are given 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. Curriculum studies of British values and world issues enable pupils to discuss ethical values that affect humankind. In Science, debate takes place about when this subject is used for good or bad purposes and in History, discussions emerge regarding whether decisions made by world rulers and leaders have a positive or negative impact on their people. Outdoor learning enables pupils to take ownership of ecological conservation with growing of nature and bee-keeping.</i></p> <p><i>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making. Pupils are given teaching about how to stay safe online and in society within our Computing and PSHE curriculums. School councils and Infant/Junior Leadership teams are involved in important decision-making surrounding morality.</i></p> <p><i>Rewarding expressions of moral insights and good behaviour. There is a positive praise culture across the Federation where pupils aim to please, do their best and are recognised. This can be seen with Star of the Week, celebration assembly certificates, attendance reward trips and general appreciation for their achievements.</i></p>

	<p><i>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community. Our broad, knowledge-rich curriculum provides varied opportunities to learn about morality, for example through censorship of the Internet in Computing, to fair play in sport to self-discipline in learning to play an instrument in Music. It is also evidenced through visits and visitors coming in, such as acts of worship with Rev. Jo or stories from Open the Book.</i></p>
<p><b>Social</b></p>	<p><i>Identifying key values and principles on which the school community life is based. The Federation has a strong ethos based clear values, which are embedded within a restorative behaviour policy.</i></p> <p><i>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. Encouraging pupils to recognise and respect social differences and similarities. The schools have a clear equality and diversity policy. The Federation has diversity built into the reading spines. The Junior school is a member of Stonewall ensuring gender and sexual diversity are included. Special occasions and events are held and the schools' communities brought together.</i></p> <p><i>Encouraging pupils to work cooperatively. Pupils share in workshops with their parents. These range from curriculum subjects to decoration days and learning journey celebrations. Pupils are elected to pupil voice committees and work collaboratively on tasks to improve our world.</i></p> <p><i>Providing positive corporate experiences. Our Federation holds performances, attends residential and involves themselves in sports' days and competitive fixtures.</i></p> <p><i>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. Providing opportunities for pupils to exercise leadership and responsibility. Pupils are involved in a variety of pupil voice committees engaged in decision-making to improve areas of the school. They prepare speeches and are elected to their positions. They conduct surveys of opinions and hold meetings with external agencies to feedback their findings. In turn, they use their positions to affect change.</i></p> <p><i>Providing positive and effective links with the world of work and the wider community. Pupils attend careers' events and invite guest speakers in to tell them all about the world of work and the educational journeys they had to take to achieve their type of employment.</i></p>
<p><b>Cultural</b></p>	<p><i>Extending pupils' knowledge and use of cultural imagery and language. Pupils are exposed global learning from across the curriculum. RE, Art &amp; Design, History, Geography and Black History. MFL sessions teaches them about the language and culture of the French-speaking world, not to mention the additional language sessions from Mandarin and Spanish specialists. Immersive Learning Environment can bring the wider world to the pupils.</i></p> <p><i>Recognising and nurturing particular gifts and talents. Planning is inclusive and is tailored to ensure all pupils can access the curriculum showing all can achieve. Giving the pupils opportunities to showcase talents in all subjects including sport, drama and music. Participating in competitive sports and celebrating successes.</i></p> <p><i>Providing opportunities for pupils to explore their own cultural assumptions and values. Our pupils are able to share stories from other cultures. They are able to challenge stereotypes, discuss rights of people of the world and commemorate important historic memories such as during Remembrance.</i></p> <p><i>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness. Trips to museums to see a variety of cultural artefacts. Pupils take part in dramatic performances that have differing cultural roots. Pupils compare religions and different religious festivals. In Literacy, children engage with a broad range of diversity through the books they read, which are embedded in our reading spines.</i></p>

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