# SMSC at St. Thomas' CE Primary School



#### Social

- 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.
  - Restorative Approaches
  - Playground restorative champions
  - Friendship Benches on playground
  - Buddying (Y1 & Y2; Y3 & Y5; Y4 & Y6)
  - Y4 and Y6 residentials PGL & Robinwood
  - Circle time done weekly in each class
  - Group work and talking partner work in class
  - Problem solving activities in curriculum areas
  - Visits to other schools to take part in tournaments (sports events)
  - Role-play
  - Year 6 Bikeability
  - Visitors to school (eg. Stone Age, Mayans, Shakespeare workshops, Y4 wider opportunities with music...)
  - Developing friendships starts in Nursery
  - Sharing news Show and Tell
  - Celebration assemblies Star of the Week, Growth Mindset and St Thomas' Way token
  - Class assemblies
  - PSHE lessons
  - Assemblies and visitors into school
  - Creative Curriculum
  - After school clubs/Breakfast club
  - PPA Cover (French, Games)
  - Indoor play and continuous provision
  - Charity events such as Macmillan coffee morning, Red Nose Day, Salvation Army Christmas toy appeal, Children in Need, Dementia Friendly, Alzheimer's Society...
  - Disability awareness sessions e.g. boccia, tennis...
  - Playtime and dinnertime games with PSC staff
  - Lessons which focus on conflict resolution- circle time
  - Links with High Schools and visit from ambassadors
  - Visit from local MP
  - Nurture groups, forest school, gardening club and outdoor learning
  - School newsletter (half termly)



# Moral

- 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.
  - Positive reward system Dojos and tokens
  - Class reward systems
  - Class circles
  - School/classroom rules
  - Celebration Assemblies
  - Restorative Approaches and Champions
  - Encouraging apologising and forgiveness
  - Visits to school from Community Police
  - Assemblies
  - · Calm Down Time
  - Story time
  - Contracts of behaviour Home School Agreements
  - Relationships between peers, teachers, staff etc
  - Looking at cause and effect (inc. Class Charters)
  - Class assemblies
  - Using role-models/restorative champions
  - School council meetings
  - Class, Key stage and Whole School assemblies
  - SEN children to have work buddies
  - PSHE lessons covering law-making and democracies
  - Y1 and Y5 Archbishop of York's 'Young Leader's Award'



## <u>Spiritual</u>

- 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.
- School Christian worker (CIST) / local vicar assemblies
- Appreciation and respect of children in school who practise different religions
- RE lessons
- Outdoor 'Reflection Area'
- Forest school, nurture groups and outdoor learning
- Encouraging talk about "Sensitive and Challenging Issues"
- Class circles
- Holocaust Memorial Day
- Recognition of important religious festivals such as Eid, Chinese New Year, Diwali
- Show and tell
- Reflections in class daily/weekly circle time
- Reflection corners in classrooms
- Diversity themed days / units of work in Creative
  Curriculum e.g. history days
- PSHE themed lessons and discussion
- Trips out
- Listening to music
- Ethos Group
- School Ethos Growing and Learning in the Sight of God
- St Thomas' Way and school song
- Restorative Approaches which encourage reflection on respect, feelings and valuing others
- Ask it Baskets in each classroom
- School Values (linked to Christian values)



## Cultural

- 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.
  - Celebration of Events (e.g. Remembrance Day)
  - Celebration Assemblies
  - Reverend Michael assemblies
  - Schools Christian worker (CIST) visits
  - RE lessons
  - Encouraging talk about "Sensitive and Challenging Issues" e.g. war in Ukraine, refugees...
  - Class circles
  - Recognition of important religious festivals such as Eid, Chinese New Year, Diwali
  - Show and tell
  - Creative Curriculum
  - Trips out
  - Music
  - School Ethos
  - Eco-committee group
  - History Lessons (British History)
  - Exploring other countries through topic work
  - Food Tasting
  - Participation in fund-raising activities such as World Book Day, Fair Trade etc
  - Samba, woodwind and keyboard 'wider opportunities' in Year 4
  - Work with Ethnic Diversity for supporting EAL
  - Parent / staff visit to talk about their faith
  - Clothes for children to dress in
  - Register completed in different languages
  - Language of the term / multi-lingual signage
  - European Day of Languages
  - Language clubs after school
  - School partnerships: school in Lahore, Pakistan;
    Schools Linking Project (Y4)
  - School Council elections
  - Y1 and Y5 Archbishop of York's 'Young Leader's Award'