

What is SMSC?			
Spiritual Development	Moral Development	Social Development	Cultural Development
<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, that inform their perspective on life and their interest in 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, readily apply this understanding in their own lives 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 being able 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, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering,</li> <li>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; the pupils 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 within school and further afield as an essential element of their preparation for life in modern Britain</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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</li> </ul>

How do we promote SMSC?			
Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>- School Christian values</li> <li>- Daily acts of Collective Worship with weekly Christian values and British Values themes</li> <li>- Weekly Clergy lead Collective Worship</li> <li>- Links to local churches: St Leonards, Grace Church, Northfield Methodist Church, Selly Oak Methodist Church.</li> <li>-Multi faith RE Curriculum</li> <li>- Visits to places of worship</li> <li>- Educational visits</li> <li>- Visitors including theatre groups</li> <li>- Real life experiences including hatching chicks, caterpillars etc</li> <li>- Services for the whole school community for Harvest Festival, Remembrance, Christmas, Easter, Aldersgate Day.</li> <li>-Nurture / friendship support on playground.</li> <li>- Self-referrals daily for emotions</li> <li>- Hymn practice</li> <li>- Opportunities to reflect on experiences</li> <li>- Prayer Corners in every classrooms</li> <li>- Prayer Garden</li> <li>- Spiritual Council</li> <li>- After school clubs including multi-sports, dodgeball, football club, book club, choir</li> <li>-Fortnightly 'Open the Book' assemblies</li> <li>- Messy Church</li> <li>- WOW days and Theme days</li> <li>- Review time daily in EYFS.</li> <li>- Chinese New Year theme day – including visiting speaker from Birmingham Chinese Methodist Church.</li> <li>- Diwali themed day.</li> <li>- Weekly in-class collective worship.</li> </ul>	<ul style="list-style-type: none"> <li>- School Christian values</li> <li>- Daily acts of Collective Worship with weekly Christian values and British Values themes</li> <li>- British Values themed weekly Wednesday Assembly</li> <li>- Values awards and celebration assembly.</li> <li>-Multi faith RE Curriculum</li> <li>- Age appropriate responsibilities in classes.</li> <li>- Circle Time</li> <li>- Spiritual Council</li> <li>- Positive Behaviour Policy</li> <li>- Charity events</li> <li>- PSHE Curriculum</li> <li>- Rewarding expressions of moral insights and good behaviour</li> <li>-Nurture / friendship support on playground.</li> <li>- Self-referrals daily for emotions</li> <li>- Learning mentor support</li> <li>- Curriculum themes</li> <li>- Class led assemblies</li> <li>- Visits from Community Police Officer linked to curriculum</li> <li>- 4 step apology</li> <li>- School Prayer</li> <li>- Visiting speaker from local foodbank</li> </ul>	<ul style="list-style-type: none"> <li>- Talk partners</li> <li>- Group work</li> <li>-Circle Time</li> <li>-Nurture / friendship support on playground.</li> <li>- Spiritual Council</li> <li>- Internal and school to school transition work</li> <li>- Charity events</li> <li>- Educational visits</li> <li>- Sports Day</li> <li>- Spiritual Council</li> <li>- Class led assemblies</li> <li>- After school clubs including Art club, multi-sports, dodgeball, football club, book club, choir</li> <li>- Learning mentor support</li> <li>-Autism Awareness day</li> <li>- Time for talk, Well Comm and Speech and Language Therapist interventions</li> <li>- PE team games and ring games</li> <li>- Visiting speaker from local foodbank</li> <li>- Messy Church</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum themes</li> <li>- WOW days and Theme days</li> <li>- Vast array of Educational visits including theatres, museums etc</li> <li>- ISing POP Christmas production</li> <li>- Whole school World Book Day</li> <li>- Sports Day</li> <li>- Comic Relief</li> <li>- After school clubs including Art club, multi-sports, dodgeball, football club, book club, choir</li> <li>- Weekly Sports coach sessions</li> <li>- Multi faith RE Curriculum</li> <li>- Visits to places of worship</li> <li>- Services for the whole school community for Harvest Festival, Remembrance, Christmas, Easter and Aldersgate Day.</li> <li>- Elections for Spiritual Council</li> <li>- Visitors including Birmingham City Mission.</li> <li>- Chinese New Year theme day – including visiting speaker from Birmingham Chinese Methodist Church.</li> <li>- Diwali themed day.</li> <li>- Messy Church</li> </ul>

What is the impact on pupils?			
Spiritual Development	Moral Development	Social Development	Cultural Development
<p>Pupils show empathy and show an ability to reflect on their own and others' achievements, qualities and beliefs.</p> <p>Pupils demonstrate positive attitudes, values and principles. These are highly visible in the daily life of the school.</p> <p>Pupils have first-hand experiences and knowledge from visiting places of religious worship.</p> <p>Pupils show respect for themselves and for others.</p> <p>Pupils demonstrate an awareness and understanding of their own and other's beliefs.</p> <p>Pupils demonstrate stillness during Collective Worship.</p> <p>Pupils responses are reflective and thoughtful. Pupils make links between different experiences.</p> <p>Pupils use opportunities for personal prayer readily and appropriately. They show respect to others who are using these spaces.</p>	<p>Pupils display confidence in themselves and in their community.</p> <p>Pupils are safe and feel safe.</p> <p>Pupils look after each other and take responsibility for each other; conflicts are resolved quickly and effectively.</p> <p>Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p> <p>Pupils are able to give reasons for things being right and wrong.</p> <p>Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.</p>	<p>Pupils are able to work and socialise with a wide range of people and pupils.</p> <p>We receive positive comments from the community when we go on trips and when we receive visitors.</p> <p>Pupils build positive relationships and friendships.</p> <p>Pupil's horizons are widened.</p> <p>Pupils are listened to and feel they have a say in their school.</p> <p>Pupils exercise responsibility.</p>	<p>Pupils are able to talk about and show an appreciation of the lives and beliefs of other people from different cultural backgrounds.</p> <p>Pupils have an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to develop and showcase their diverse talents and feel valued for these.</p> <p>Pupils experience opportunities for awe and wonder.</p>

### Inspecting SMSC

#### SIAMS November 2016

- “An important result of the focus on Christian values is that pupils are completely accepting of differences between people. They appreciate the difficulties that autistic pupils face and are very patient when they play and work together.”
- “Pupils have a natural curiosity about different religions so they openly discuss their different faiths and learn from each other.”
- “Pupils are very proud of their Christian values. They know the values are rooted in Bible stories and, because they have such an extensive knowledge of these stories, they have no hesitation in illustrating any of the school’s values. They point to the story of the Lost Sheep to show that, ‘if you really respect someone, you must do everything you can to make sure they are not left out, just like the shepherd did.’”
- “RE and collective worship have both improved pupils’ religious and emotional literacy because of the constant references to Christian values and the time and space given to prayer in every classroom. Pupils have developed a wider vocabulary to help them manage difficult situations and the difference can be seen in their relationships and excellent attitudes to learning. The impact on their spiritual, moral, social and cultural development is outstanding.”
- “John Wesley, founder of the Methodist Church, spoke of his heart being ‘strangely warmed’ and this is exactly what children and adults experience in worship and they cherish this time.”
- “The quality of pastoral care for pupils and their families is exceptional.”

#### OFSTED May 2017

- “Pupils develop a strong respect for other cultures and religions through a religious education programme that includes visits to a range of places of worship.”
- “Pupils’ behaviour and attitudes towards their learning are good. The school is calm and orderly, during work and at playtimes.”
- “The school successfully promotes pupils’ spiritual, moral, social and cultural development. The strong focus on pupils’ personal development is particularly effective in developing their positive relationships with each other and with staff, and their kindness, resilience and thoughtfulness. Pupils learn about democracy through the school council and leaders ensure that there is a strong emphasis on teaching pupils about cultural diversity. As a result, pupils are well prepared for life in modern Britain.”
- “The school’s work to promote pupils’ personal development and welfare is good.”
- “Pupils benefit from a wide-ranging programme which develops their spiritual, moral, social and cultural development well. It provides them with a strong moral code which enables them to differentiate between right and wrong.”
- “Pupils show respect and care for each other. They value their classmates’ opinions and work happily and cooperatively in lessons. Their skills in paired and group discussions are very good. Pupils demonstrate tolerance and empathy for others.”
- “Pupils feel safe in the school and the majority of their parents agree. The wider curriculum and daily practice ensure a constant focus on pupils’ well-being, placing a strong emphasis on developing pupils’ spiritual and emotional well-being. The impact of this shows in the positive relationships that exist in this happy school.”